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ABSTRACT

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Hispanic Heritage Month: Activity Ideas To Celebrate Hispanic Culture" (September); (2) "Borders: Finding Your Program's Niche" (October); (3) "Talking to School-Age Children about Tragedy: Facing the Aftermath of New York and Washington" (November); (4) "December Dilemma: The Facts about the Traditions" (December); (5) "How Many After-School Programs in Public Schools? Principal's Survey Adds Confusion" (January); (6) "YMCA's and School-Age Care: Curriculum and Programming" (February); (7) "Promising Practices: Using the Good To Get the Best" (March); (8) "Training New Staff: How To Have a Great First Day" (April); (9) "10 Tips for a Successful Summer" (May); (10) "Academics or Social Play? The Continuing Debate" (June); (11) "Weightlifting, Cooking and Canoe-Making: Finding Activities for Middle-School Kids" (July); and (12) "Handling 'No-Shows': What To Do When a Child Doesn't Arrive" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (KB)

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Richard T. Scofield, Editor

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Volume XXII #1 The Newsletter for School-Age Care Professionals September 2001

School-Age NOTES

ISSN0278-3126 © 2001 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Hispanic Heritage Month

Activity Ideas to Celebrate Hispanic Culture

by Gina Campellone

September 15 – October 15 is National Hispanic Heritage Month. In 1988 President Reagan signed Hispanic Heritage Month into Public Law, designating four weeks during which America celebrates Hispanic culture and achievements. Today there are more than 26 million people in the United States of Hispanic origin. Hispanic Heritage Month provides us with an excellent opportunity to recognize the contributions of Hispanic Americans, commemorate important historical events, and help children gain a better understanding of our country's ethnic diversity.

All too often, our Hispanic celebrations are limited to a Cinco de Mayo party with a piñata and tacos.

All too often, our Hispanic celebrations are limited to a Cinco de Mayo party with a piñata and tacos. But Cinco de Mayo is just one of many significant events in Hispanic history. There are many countries (over 18) where Spanish is the main language. Each of these has its own history and traditions which people of Hispanic heritage observe. Hispanic Heritage Month challenges us to go deeper. Following are some activities that can be done with school-age children to help foster a greater awareness of Hispanic American culture and diversity.

Vocab BINGO

Give a simple game of "Color Bingo" a Hispanic flavor by playing it in Spanish. Ordinary color bingo cards can be used, or if your program doesn't have any, simply make your own. (Making the bingo cards can be an activity of its own for older school age children.) Spend a few days teaching the children the basic colors in Spanish. Once the kids have mastered the vocabulary, they are ready to play Color Bingo en espanol. The game is played the same as always, except that the bingo caller announces each color in Spanish, rather than in English. In order to win, the children must be able to recognize the color words in Spanish.

Black – Negro
Green – Verde
Red – Rojo
Blue – Azul
Yellow – Amarillo
Orange – Anaranjado
White – Blanco
Purple – Morado

Flag Making

Provide children with rectangular sheets of construction paper or oak tag, along with crayons, markers, or colored pencils. Make a list of all the countries in which Spanish is the official language, and show pictures of the flags of these countries (illustrations of these flags can be found in the encyclopedia or can be viewed online at **www.hmsdc.com**).

Spanish is the official language in the following countries and commonwealth:

Argentina	Guatemala
Bolivia	Honduras
Chile	Mexico
Columbia	Nicaragua
Costa Rica	Panama

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Schools are the Center of Our Communities

As we move a little further into the 21st century, our notions of what a school is and when it should be used are returning to the concept of community schools and community education. The idea of keeping school doors open after school for youth and the community-at-large was supported by Charles S. Mott in the Flint Michigan schools starting in 1935 and later spread across the country. Today, schools are partnering with their communities in order to better serve their students and their families. We have seen this in the partnerships facilitated by the 21stCCLC grants, through private organizations and foundations. These out-of-school hours can now be filled within the physical walls of our schools.

The research points to the benefit of after-school programming, and programs are receiving more attention and recognition for filling a need.

But what else could your local school be when it is not a school? That was just what the city of Cincinnati asked itself.

In an article by Jennifer Mrozowski in the Cincinnati Enquirer, Dee Fricker, chairwoman of the local school decision-making committee for a Cincin-

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report was written exclusively for SAN readers.

Bill gives partial funding to new initiative

The House and the Senate Appropriations Committee (Senate AC) approved different versions of a Departments of Commerce, Justice and State, the Judiciary & Related Agencies Appropriations Bill, 2002 (H.R. 2500 and S. 1215). Which means only a fraction-- at best-- of the new Police Athletic League money may go out this year.

As the administration requested, the House bill would allow the National Police Athletic League $6 million (37.5%) of $16 million authorized last year for school-age programs.

The money would come from the Local Law Enforcement Block Grant. However, the Senate version doesn't mention the program. Yet, the Democratic Senate appropriators proved more generous to the school-age field than the Republican House. The Senate bill would give Boys & Girls Clubs $80 million of the block grant, while the House version stays at $60 million.

The Sentate AC would also provide more than the House for juvenile justice. Both bills would provide $11.9 million for Youth Gangs, grants to governments and non-profits for activities to keep kids out of trouble; and $15.9 million for Juvenile Mentoring Programs to find adults to work with youth on a long-term basis in high-crime areas.

The Senate would earmark $5 million of the total for Big Brothers/Big Sisters. The At-Risk Children's Program could get $130.767 million in the Senate and $94.791 million in the House for comprehensive delinquency prevention plans that can include school-age activities.

How's this for a misnomer? The Discretionary Grants for National Programs & Special Emphasis Programs would receive $50.1 million in the House bill. The Senate would provide $55.6 million. Though the program's first name is "discretionary," the Office of Juvenile Justice & Delinquency Prevention gets virtually no discretion. Appropriators have already earmarked virtually all of it, including some for school-age projects.

Finally, Law Enforcement Family Support would get another $1.497 million in both versions for grants such as providing school-age care to police families.

Senate committee restores school-age cuts

The Senate AC came to the rescue of school-age programs targeted for removal by the House or administration. The committee approved the Departments of Veterans Affairs and Housing and Urban Development, and Independent Agencies appropriations bill, 2002 (S. 1216), which rejects the program eliminations in the version passed by the House Appropriations Committee (H.R. 2660).

The Senate AC rejected the administration's request to end the Drug Elimination Grants for Low-Income Housing program. Instead, the bill would cut funding by $9.318 million to $300 million, with $3 million earmarked for Technical Assistance Grants and $20 million for competitive grants under the New Approach Anti-Drug Program. Public housing authorities would work with police to reduce drug use, including funding school-age programs.

The Senate would provide $5.012.993 billion and the House $4.801933 billion for the Community Development Block Grant, funding which communities can use to build school-age centers. Both bills already earmarked much of the money. Examples: $250,000 to the Boys & Girls Club of Carson City, NV and $300,000 for the club of Delaware

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Pew Partnership Includes After-School in Recommendations

The Pew Partnership for Civic Change recently released their "Top Ten List fo Community Succes" and after-school programs were prominently featured.

Included on this list in their report, which gives communities a starting point to initiate change, was:

"Create quality and affordable after-school care The parents of more than 28 million children work outside of the home. Children who participate in quality after-school programs are much less likely to use drugs and alcohol, to have sex, or to be involved in criminal activity than their peers who go home to empty houses in neighborhoods that are not safe. Participation in after-school programs is linked to improved school-attendance and academic performance."

www.pew-partnership.org

Due to an oversight last month, we incorrectly attributed the front page article "Supporting Family Diversity" to Brooke Harvey. The correct author is Erik Rosengren, a consultant with NIOST. We apologize for the error.

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Guidelines for Working With Difficult Kids

In every program, there are difficult school-agers and problem situations. Keeping these situations under control when it comes time for a staff member to become involved can be difficult. In her book *Good Kids, Difficult Behavior*, Dr. Joyce Divinyi outlines some simple strategies for this very problem.

Keep Your Cool

Dr. Divinyi states that the most difficult and distressing exchanges usually take place when your personal energy levels are low. You then either "overreact (usually in anger) or give in when you know that holding the line is essential for success." Make sure that you and your staff understand that it is unrealistic to believe that you will never get angry or lose your temper when working with "difficult, disrespectful, or defiant children or adolescents."

Here are some tips to help you regain your composure:

* **Take some deep breaths.** "Changing your breathing can change your thinking."
* **Tell the child you are too angry to discuss the problem now and when you will discuss it.** "Do not let anymore time go by than necessary, but do not hesitate to give yourself time to plan an effective response rather than indulge in an immediate reaction."
* **State your feelings in the form of an "I" message.** "Tell the child how you feel. Say 'I feel furious when you _____ and I want you to _____.' Model appropriate angry behavior." Present possible solutions in the form of choices.
* **Remind yourself that the goal of the child's behavior may be to make you angry.** "Often difficult kids will say or do something to make you angry just to take the heat off themselves and their behavior. If they can pick a fight with you, then the issue will become the conflict between the two of you instead of their inappropriate behavior."
* **Lower your voice.** "If you find yourself yelling, stop. Lowering your voice can serve to lower your temperature as well."

When Feelings are Intense, Thinking is Impaired

Difficult children often act out on impulse. "You can help them engage their own thinking process by walking them through the thinking process." This is different from telling them what to think. For example, say "You can keep doing what you're doing, but if you do, you will _____ (describe what could happen)." "Outline their choices with them. Remember that threatening these children does not work as a deterrent to misbehavior."

Be Authoritative, Not Authoritarian

'Because I said so,' should never be a reason for your actions. That is being authoritarian. "Establish your authority by virtue of your knowledge, experience and commitment, NOT just because you are an adult."

Create Futures for Them

It is important for children to see the repercussions of their actions, as well as future successes of their own. "Many cannot conceive of tomorrow or a few hours from now." Phrase things in a manner that allows them to see bennefits in the future. Do not say 'If you don't start behaving right now, you will never get to play computer games.' Say instead, 'If you cooperate, you'll get to spend some time on the computer at the end of the day like we discussed.' "When you create future for them, you help them see how good decisions produce good results."

Affirm Their Ability to Make Good Choices

Children who are constantly in conflict with adults are used to hearing criticism. "They are not accustomed to hearing that they have the ability to make good choices." Empower them to see that they are capable of making choices, and that they can control, to an extent, the world around them. This can create a positive change.

Let Them Know Where They Stand

"A sense of safety and predictability is essential if you want to work effectively with difficult children... Without clearly defined expectations, they will constantly be looking for the line. In other words, they'll look for trouble just to find out where the limits are." Take steps to define where they stand in order to circumvent this problem.

Be Calm and Consistent

"Consistency creates predictability, a critical factor in working effectively with kids. If you become unpredictable, they will not trust you, and if they do not trust you, they will not cooperate."

Distinguish Between the Person and the Behavior

Difficult children are used to such labels. However, "if you begin to separate the negative behavior from the true character and potential of the child, you will free yourself up to expect positive changes." Make sure that you communicate effectively that you like the child, but not the behavior.

Affirm Their Strengths

Often the trait that makes a child difficult to handle is the one that is their greatest strength. Divinyi uses the example of the loud child that does anything to be the center of attention also has an innate ability to influence others. Teachers, politicians and entertainers have drawn on this strength.

"When you see the positive possibilities of a child's negative behavior, you

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Natural Mobile

Hanging mobiles are lovely ways to display nature's changing beauty. Start by tying two long sticks or tree branches together in the shape of an X. Encourage the children to collect natural items such as twigs, leaves, feathers and nuts. These can be tied to the branches with string. When the mobile is finished, hang it from the ceiling with a strong piece of string or wire.

Echolocation Game

Play this game to help the children understand how bats find food. Choose one child to be the bat. The bat is blindfolded. The other children will be insects (bat food). The insects spread out around the bat. The bat calls out "beep, beep". The insects reply "buzz, buzz" as they move around the bat. The bat tries to tag an insect by listening for the buzzing sound. An alternate way to play this game is to have the bats and insects stomp or tap on the floor to produce vibrations. The bat can locate the insects by feeling the vibrations. This alternative works especially well with hearing impaired players.

"Seven Up"

Select seven children and tell them to move to the front of the class. The rest of the group put their "heads down, thumbs up." The seven who were selected move quietly through the room and select one person each by touching his or her thumb. Once touched, the thumb goes down to avoid being touched twice. When all seven players have touched the thumbs of seven others, the teacher says, "Heads up, seven up." The heads go up and the seven who were chosen stand. Those standing get one chance to guess who picked them. If they guess right, they switch places with the culprit. If they don't, the toucher gets to stay up for another round.

Autumn Leaf "Stained Glass" Windows

NOTE: Take proper safety precautions in this activity. Trace a leaf shape onto the center of a sheet of colored construction paper. Cut the leaf out of the paper. Set the paper aside. Next, peel the paper off of red, yellow, orange and brown crayons. Use a cheese grater to shave the crayons. Put the crayon shavings onto a piece of waxed paper and cover with a second piece of waxed paper. Melt the crayon shavings with a warm iron. Finally, cut the waxed paper to fit behind the leaf cutout. Tape the waxed paper to the back of the construction paper and hang it in a window.

Papier Mâché Pumpkin

Make papier mâché paste by mixing flour and water until the paste is a smooth consistency. Tear newspaper or newsprint into strips. Blow up balloons (one for each pumpkin you want to make) and tie off the ends. Attach string to the tied end of the balloons. Dip the individual strips of newsprint into the paste. Apply strips to balloon one at a time. Repeat this process until the balloon is completely covered. The more layers you put on, the firmer your finished work will be. Hang the balloon by the string in warm, dry area for at least 24 hours or until completely dry. Be sure to use a drip cloth to protect the area.

The next day, gently insert a sharp needle into the base of the balloon–you should hear a pop and the balloon will pull away from sides of the hardened shell. Gently push in the bottom of the shell to form a dent. This will be the base for the pumpkin to sit on. If a dent will not form, use a cardboard strip, about 1" wide, stapled into a circle as a base. Using tape, attach a two inch long piece of cardboard tube to the top of the pumpkin. This will be the stalk. Paint the pumpkin orange and paint the stalk green. You can cut out green leaves from construction paper and use green floral wire to form vines if desired.

Cobweb String Game

This is a fun game to play at a Halloween party, or at any other time of the year. To prepare the game, make a name tag for each player. Attach a name tag to one end of each string. Attach a small prize, snack or note to the other end of each string. Create a cobweb by spreading the strings across the floor and winding them around various pieces of furniture and other strings. Each child must follow her string to find the surprise on the other end. Encourage the children to work together to unravel the cobweb. There are no winners or losers in this game; it ends when each child has reached the end of her string.

Twig-Covered Vase

For this project you will need a clean, empty plastic jar or juice can and several twigs. Break the twigs so that they are about an inch longer than the jar. Put two rubber bands around the jar, one an inch from the top and one an inch from the bottom. Tuck the twigs under both rubber bands, keeping the twigs as close together as possible. When the jar is covered with twigs, slide the rubber bands together towards the middle of the jar. Cover the rubber bands with a decorative bow or ribbon.

Hoop Game

The players join hands in a circle, with a hula hoop hanging from one person's arm. The player with the hoop, must step through it and pass it to the next person without letting go of his neighbors' hands. Each player steps through the hoop, passing it around the circle. When the hoop gets back to its starting place, the whole group wins.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, Wisconsin.

47 Activity Ideas

The minimum number of Activity Ideas in this issue is 47.

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OCTOBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JEWELRY MAKING	Roll balls out of small pieces of **aluminum foil**. Pierce the balls with a needle and thread them onto nylon fishing line to make a necklace.	**Paper Beads** Cut colorful magazine pages into long, thin triangles. Starting at the wide end, roll the triangles around a toothpick. Glue the end and string the beads onto fishing line.	Soak tiny pieces of cut **tissue paper** in water. Strain and add a tablespoon of wallpaper paste. Mold the mixture into beads. Poke with a needle and let dry.	Fill a length of narrow, **clear plastic tubing** with small beads or glitter. Join the ends together and connect them using a wider piece of tubing to make a bracelet.	Make "**friendship pins**" by threading small beads onto a large safety pin. Kids can give the pins to their friends to wear on shoes, bags or clothes.
HALLOWEEN	Whip up some spooky **Halloween slime** by mixing equal parts of white glue and liquid starch. Add food coloring if desired.	Use a black permanent marker to draw a jack o'lantern face on a round, wooden bead. Slide the bead onto a pencil eraser for a special **Halloween pencil**.	**Make a giant spider web**! Turn a table upside down. Weave yarn around the table legs until it resembles a web. Add plastic bugs or cut bugs out of paper.	**Mummy wrap**. Divide into two teams. The object is to wrap every team member using toilet paper. Play fun Halloween music during this game (maybe "The Monster Mash").	This simple game can be played individually or in pairs. Give everyone paper and pencil. How many words can be made using only the letters in "**Halloween**"?
BATS	Many people are afraid of bats, but did you know that bats don't hurt people? Most bats only eat insects or fruit. Research more interesting **facts about bats.**	Read **Stellaluna**, a book about a baby bat who finds itself lost, hungry, alone, and accidentally in a nest full of baby birds.	Many fruit trees depend on bats for pollination. Make a **fruit salad** made of bat-dependent foods: bananas, mangoes, dates, carob, peaches, figs, cashews, and guavas.	Bats produce sounds that bounce off objects. The echoes of these sounds help bats find their food. This is called echolocation. Play the **Echolocation** Game on page 4.	**Adopt a bat**. Contact your local zoo or www.batconservation.org
FIRE PREVENTION WEEK	This year **Fire Prevention Week** is October 7-13. Check out www.nfpa.org or call the National Fire Protection Association at 1-800-344-3555 for information.	Draw a map of your home **fire escape plan**. You'll need two ways out of every room. When you get home practice your plan!	Practice dialing your local emergency number on a toy phone. (Remind children never to dial 911 or other emergency numbers for fun!) **Rehearse what to say in an emergency.**	Invite a **local firefighter** to come and talk to the children about fire safety, or tour a fire department.	Make posters that tell about **fire safety tips**. Decorate the posters with paints or markers and hang them around your building or other places in your community.
SWEETEST DAY	**October 20 is Sweetest Day**. On this day, people do kind things for each other. Make a list of kind things you could do for someone this week.	Create an "**Acts of Kindness**" bulletin board. Whenever a child does something kind for somebody, write about it and put the description on the bulletin board.	Do something kind for a **person who helps your program**. Make a card for the custodian, bake a cake for the school principal, say thank-you to the crossing guard.	Encourage the children to write **Sweetest Day letters** to their parents or other family members or friends. Tell these special people what makes them so appreciated.	Perform an **act of kindness** for your community. Perhaps the kids could pick up trash, collect money for a local charity or volunteer to help at a soup kitchen.
INDOOR GAMES MONTH	**Coffeepot** A player is "it". The other players secretly choose a verb. By substituting "coffeepot" for the verb, "it" tries to guess the verb. (Ex. Can I coffeepot a ball?) Players answer yes or no.	**Shoe Relay** Children take off their shoes and mix them into a pile. At the signal, everybody tries to find his or her own shoes and put them on.	**The Cat Game** "The cat is an ___ cat and his name is ___." Fill in the blanks with words beginning with the letter A. Continue through the rest of the alphabet.	**The Memory Game** Set out a variety of objects and challenge the children to remember them. After a minute, cover the objects and ask the players to list what they remember.	**Hit the Spot** Place a "spot" (a coin or small circle) on the floor. One at a time, players try to touch the spot while blindfolded.

Hispanic Heritage

(continued from front page)

Cuba	Paraguay
Dominican Republic	Peru
Ecuador	Puerto Rico
El Salvador	Spain
Equatorial Guinea	Uruguay
Venezuela	

Retalbo Self-Portraits

Introduce students to the artwork of famous Mexican painter Frida Kahlo. When Frida was a teenager she was seriously injured in a bus accident. She suffered many broken bones, including her spine. Although she survived, she was in great pain for the rest of her life. Painting helped Frida find the courage to live with such pain.

Frida is famous for painting portraits of herself in a style called retablo. Retablo is a traditional Mexican folk art that involves painting on tin and adding small pieces of cloth or paper. While a retablo is usually a painting of a holy person, Frida Kahlo painted self-portraits using this artistic style.

After sharing some examples of retablo artwork, encourage students to create their own self-portraits in the retablo style.

Materials:

- rectangular pieces of cardboard (approx. 8" x 10")
- aluminum foil
- liquid soap
- glue
- tempera paints
- tiny bits of tissue paper, wallpaper, yarn or fabric

Procedure:

Cover the cardboard with aluminum foil, smoothing out the wrinkles as much as possible. Mix the tempera paint with enough liquid soap to make a thick, pudding-like consistency. (The soap helps the paint adhere to the foil better). Using paint brushes or Q-tips, paint a self-portrait. It's okay if some of the aluminum foil shows through the paint. This will simply make the painting look shiny and metallic. Traditional retablo paintings are quite colorful. So be sure to use many bright, vibrant colors. When the painting has completely dried, glue on scraps of paper or fabric, if desired. Mount on colored construction paper and proudly display these retablo style self-portraits throughout Hispanic Heritage Month.

How About Some Salsa on that Hot Dog?

The influence of Hispanic culture can be seen everywhere in America. Recording artists such as Ricky Martin, born and raised in Puerto Rico, and Carlos Santana, born and raised in Mexico, have stormed the billboard charts with their wildly popular Latin-style music. Mainstream America is also consuming more and more foods of Hispanic origin. For example, salsa is now a more common condiment than ketchup. Salsa can be enjoyed on crsackers, chicken, rice, potatoes, and tortilla chips of course. Try this easy to prepare salsa recipe with the children in your program.

Salsa Fresca

(also known as pico de gallo, which means beak of the rooster)

Ingredients:

- 2 garlic cloves
- 4 jalapeno peppers (sliced in half and seeded)
- 1 bunch of scallions (chopped)
- 1/4 cup cilantro leaves
- 2 large tomatoes (cored and quartered)

Procedure:

Chop the ingredients in the order listed above. Drop each ingredient into a food processor or blender one at a time. (Avoid liquefying the tomatoes). Makes 3 cups of fresh, delicious salsa. (This recipe, along with many others for authentic Hispanic cuisine, can be found in the *Disney's Family Cookbook*.)

Hispanic Heritage Throughout the Year

Your exploration of Hispanic culture need not be limited to one month. Celebrate Hispanic Heritage year round by learning about Guadalupe Day, Three Kings Day, La Navidad, La Posadas, and The Day of the Dead.

Hispanic Heritage Children's Book List:

- *Perez and Martina* by Pura Belpré
- *Moon Rope: A Peruvian Folktale* by Lois Elhert
- *Pablo Remembers: The Fiesta of the Day of the Dead* by George Ancona
- *Smoky Night* by Eve Bunting
- *Carlos and the Squash Plant* by Jan Romero
- *Abuela* by Arthur Dorros

See websites on the back page.

Gina Campellone, of Vernon CT, is a regular activities contributor to School-Age NOTES.

Culture & Kids

Hispanic Heritage Month is a good time to evaluate how staff work with children and families from different cultures and with different traditions. What has worked for you? SAN is interested in the ideas and solutions readers have found helpful in understanding diverse cultural heritages.

Difficult Kids...

(Continued from page 3)

can acknowledge and affirm their strengths with them and then help redirect their negative behavior into positive outlets for the same trait."

For more suggestions and tips for working with difficult children, you can order *Good Kids, Difficult Behavior* from School-Age NOTES. The book is $19.95 for subscribers, and $21.95 for non-subscribers, plus $4.50 shipping and handling. Make checks payable to School-Age NOTES and mail them with the book title to P.O. 40205, Nashville, TN 37204. For credit card orders, have your Visa or Mastercard ready and call 1-800-410-8780. International buyers must use U.S. Funds and add an additional $.50 for shipping.

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Cincinnati...

(Continued from front page)

nati school explains, "Schools can be open 18 hours a day, year-round. But one overriding theme in choosing partnerships and programming is it has to be approached as how to improve the achievement of students." This calls into play community partnerships that extend beyond a year-long commitment. And supporters say that they can save the public millions by sharing building, sharing resources.

These projects, such as a new high school/community recreation center will cost the taxpayers a bit more in the form of property taxes, however the y have supported the initiatives when it comes time to go to the polls.

Mason School District residents passed a $72 million bond issue to build a joint high school/community recreation center. The center will include a bank and a wellness center, which will provide internship opportunities for students at the school.

"The goal is to create healthier, smarter neighborhoods." Mrozowski continues, "These building partnerships-- known as 'schools as centers of community'-- have sprouted in Cincinnati, Mason and Blue Ash in the past year." Proposed projects include: a YMCA inside the school that students could use, a satellite home for a performing arts troupe to provide students with cultural enrichment, and a health clinic that would provide services to students and possibly the community.

Rockdale Elementary in Avondale, OH opened a school-based health center last fall in a partnership with a local hospital. This clinic offers a full-time school nurse, a nurse practitioner, a health technician, social worker and a center director to fully meet the needs of the Rockdale students. They have since discovered all of the unmet health ca re needs in the school-- the school nurse was sometimes the only health care provider for the students.

These partnerships improve not only our schools, but our communities.

Washington...

(continued from page 2)

in the Senate bill.

The Senate bill also would appropriate $415.48 million for the Corp. for National & Community Service (CNCS), which the House version would eliminate. The Senate total would cut the budget by $42.01 million from last year but exceeds the request by $4 million. It includes the following earmarks:

- $240.492 million for the National Service Trust, including AmeriCorps. Senate AC directs CNCS to use some of the $25 setaside for E-Corps to mentor children in computer and information technology use.
- $25 million for the Civilian Community Corps for projects such as building after-school centers.
- $43 million for School- and Community-Based Service Learning Programs.
- $28.488 million for Innovation, Demonstration & Assistance.
- $15 million for the new Veterans Mission for Youth to involve veterans tutoring and mentoring children.
- $7.5 million for America's Promise - the Alliance for Youth to help organizations working with at-risk youth.
- $2.5 million for the YMCA of the USA for school-based links to communities.

But the bill denies President Bush's request for a new Silver Scholarship program to involve seniors working with youth.

SAC CONFERENCES

GEORGIA September 21-22, 2001
Georgia School-Age Conference, Atlanta Marriott Century Center Hotel, gsaca@mindspring.com
Contact: 404-373-7414, www.gsaca.com

SOUTH DAKOTA October 12-13, 2001
SoDakSACA Conference, Spearfish
Contact: Billie Bakeberg 605-642-1220 or bake@mato.com

UTAH October 12-13, 2001 **NEW!**
Utah SAC Alliance Fall Conference, Park City
Contact: Mary Ellen 801-375-3411 or Carol 801-278-5031, www.utahsac.org

FLORIDA Oct. 25-27, 2001
State Conference, W. Palm Beach
Contact: 1888-438-2123 www.fsaccc.org

OLDER KIDS Oct. 25-27, 2001
8th National Older Kids Conference, West Palm Beach
Contact: 1-888-438-3123 www.fsaccc.org

CONNECTICUT Nov 3, 2001 **NEW!**
CSACCA Conference, Meriden
Contact: Sue Krampitz, 860-349-7005 or staff@csacca.org

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527

ARIZONA November 17, 2001
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370 wtolbert@pvusd.k12.az.us

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051 or jc-indep@missouri.edu

MONTANA May 17-18, 2002 **NEW!**
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

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Latino Read-Aloud Stories In Spanish and English is available from SAN. Each story is in both languages and topics include legends and lore, biographies, and contemporary fiction. 368 pages, hardcover. $10.95 for subscribers, $12.95 for non-subscribers. Add $4.50 s/h. See page 6 for more ordering instructions.

Lights On Afterschool!

NSACA, the National School-Age Care Alliance, has signed on as a partner of the 2nd Lights On Afterschool! program, an annual event sponsored by the Afterschool Alliance on October 11th. To learn how you can participate, become a partner, register as an event site, or to request a Lights On Afterschool! Action Kit, please call 1-877-759-9733 or visit the Alliance website at:

www.afterschoolalliance.org

We make every effort to provide you with correct and current website information. Please understand that the web is a fluid and ever-changing place. Some sites may close or change in the time between publication and when you receive your newsletter.

Hispanic Heritage Websites

www.gale.com/freresrc/chh

www.latinoculture.about.com

www.coloquio.com

www.educationworld.com

falcon.jmu.edu/~ramseyil/mulhispbib.htm

www.cr.nps.gov/nr/feature/hispanic/hisp00.htm

www.hispanicheritagemonth.org

Volume XXII #2 The Newsletter for School-Age Care Professionals October 2001

School-Age NOTES

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Borders: Finding Your Program's Niche

by David Alexander, NIOST

It may take a village to raise a child, but even villages, like communities have borders. Borders, like boundaries, help both the inhabitants as well as visitors know where they are, and where they are not.

Borders organize and make clear many different kinds of things. Some borders are people friendly, others are not at all. The latter are not the kinds of borders I'm referring to. None the less, borders do usually mean some things are included and some things are excluded. For example, a drawer in a kitchen cabinet is a kind of "border" which includes some things and excludes other things. One drawer might be for silverware, while another is for mixing bowls. That is not a bad kind of discrimination. This arrangement provides the predictability needed to work efficiently in the kitchen rather than needing to hunt endlessly in disorganized drawers for the item you need.

The borders I'm referring to are created when an after-school program describes themselves to others: what they are about, and what they are not and may never be about. Too many programs mean well and, in their desire to serve the children, youth, and families in their neighborhoods, try to be all things to all people. By this I mean they try to provide homework assistance, academic tutoring, enrichment experiences in science, art, physical activity, dance technique training, and service learning activities-- all at the same time. As hard as they try, they wind up like the car that tries to be a people van, a cargo truck, a sports car, and an off road vehicle all at the same time-- and ends up not being very good at any of these roles. Not because it's a bad car or doesn't try, but just because it's an impossible design criteria.

What binds us together... has to be about optimizing experiences to bring out each child's real, pro-social, intellectual and positive self.

It might be better to emphasize one thing *very well* rather than a bunch of things just *okay*. It's like small stores within a community. Ice-cream stores don't try to also sell power tools. Once a specialty store opens, it actually enables other area stores to determine what their specialty can be so they can compliment the communities needs and not have to compete. The same thing is true for after-school programs. Inventory your interests and your staff's expertise, research and choose a philosophy, study your space, and then place that information realistically next to the community's needs. If your mission and vision matches a real need (again, maybe not all needs) within your community then "go for it," as they say. Don't feel badly for what you aren't doing that needs to be done! Someone else (another program) will see the need(s), make a match to themselves, and present themselves accordingly.

Examples of this sort of specification abound: the program for teens that

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NSACA Director Moving On

We received a letter from Linda Sisson, Executive Director of NSACA (National School-Age Care Alliance) stating that she has accepted a new position with the Safe Start initiative in rural Washington, Co., Maine. Her last day at NSACA will be Thursday, October 11. She will work with the residents of the county and the Passamaquoddy Indian Reservations.

We have known Linda and her work for 20 years. She has been one of the foremost "thinkers" on school-age care, helping to shape the field through the beginning stages of NSACA in 1987 and later as a one-person office in 1995 developing an accreditation system for the field. Her contributions have been innumerable and NSACA is now a 9-staff member, 8,000-member, $1-million-budget organization.

As we learned about this at press time in August, NSACA had not yet had a chance to distribute a job posting. According to Linda Zang, Board President, "NSACA has an interim plan and will be conducting a national search for a new executive director. To receive a job posting when it is ready, contact Barbara Burke at the NSACA office at **bburke@nasaca.org.** Barbara will be receiving resumes once the job is posted."

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Borders

(continued from front page)

steered their graffiti art into contracted large scale murals for money; or the teen project in NYC which made and distributed sleeping bags for homeless folks; or the art-based musical instrument program for children which provided out-of-school time instruction in violin, drums, and piano which did not also try to include academic tutoring in its daily curriculum. Likewise, the academic tutoring program for middle school kids did not provide trips to the ball game. Other programs better suited to these things, did them willingly, and better.

Even when programs are purposefully different in emphasis, high quality after-school programs do share one core body of knowledge with every other program. It may not be pedagogy or how you go about teaching. Nor is it assessment or evaluation, or how you figure out if you are making a difference. It's certainly not content knowledge, nor the activities you give kids to do. It might be an understanding of child and youth development.

However, knowledge of child and youth development only "kind of" tells you what and how to do things with kids. It really helps you understand "what makes kids tick", and why kids do what they do. What binds us together, even though we are programmatically different, is the core knowledge we all have that says, "If we don't now take the opportunity to make growing up a great experience (whatever that means to you), the opportunity will be gone before we know it. What ever we do, it has to be about optimizing experiences to bring out each child's real, pro-social, intellectual, and positive self." In other words, the quality of the human relationships we have with children and youth, regardless of our program emphasis, is what we share and hold in common.

For a complete discussion of quality human relationships in after-school care, check out the *NSACA Standards for Quality School-Age Care*, pages 10-19, for a complete discussion of quality human relationships in after-school programs. (Available from: National School-Age Care Alliance, 1137 Washington Street, Boston, MA 02124, (617) 298-5012. Also available from SAN.)

I was once asked the question: "Out-Of-School Time programs... should they focus primarily on improving academic skills of students, [or] expand horizons through enrichment activities, [or] help develop social skills, or provide recreational opportunities after a hard day's work at school?"

My response was *Yes!* to all of these foci, in a quality, balanced way, but only *if you can!*

If you can't, then you should be clear about what you can and cannot do in your after-school program, and do it well. Advertise your program specialty, and don't apologize for what you don't do. Be ready to tell those who ask for and want something other than what you believe in or can provide where their need is met in your community.

I believe an out-of-school program can provide just one of those specialties and still be an excellent, balanced experience for the children and youth who attend. Each program is a very different kind of experience for children and youth, yet they each share the potential for enriching, improving, recreating, and developing children and youth in their own special way. I am not ready to become an advocate for one of these program agendas over another. Different kids need different kinds of program agendas depending on the priorities of the kids and their families. There is room in the world for some of each kind of agenda to be available within a community or even a program.

Even after-school programs which focus on providing children and youth with training and education in one art form such as music, dance and visual arts, can be high in quality and balance recreation, enrichment, social development, and compliment academics if done well.

It's not so much that the focus in OST programs be on one or another, or all the various types of OST experiences listed above. The focus should be on developing well-trained staff, finding supportive administrators, and obtaining the right kind of budget, space, environment, and materials in order to *provide what you can.* Less can sometimes be more-- and still be balanced and high quality!

Program "boundaries" provide choices for families, and the children and youth alike, in determining just how they will spend their precious after-school hours. Choices, by their nature, become restrictions. That's life.

For parents, when it becomes clear that new choices need to be made for their children, they are the ones to make them. Rather than asking the child's current program to be more things to all people, parents must research and find a program that will have what their child needs. When programs set their own "boundaries" and define what they are and what they are not, parents can recognize it and choose appropriately. It's all about choice.

David Alexander is a Project Associate at the National Institute on Out-Of-School Time a part of Wellesley College's Centers for Women located at 106 Central Street, Wellesley, MA 02481. Contact him at 781-283-3358 or via ***www.niost.org****.*

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America's Promise

After-school programs were included in the America's Promise "Report to the Nation" which was presented to President Bush this past July.

The organization, founded by now-Secretary of State Colin Powell in 1997, documents the progress made by community, government and business partnerships to help young people.

President Bush signed a declaration "Fulfilling the Promise of America" stating his commitment to youth and the five promises outlined by America's Promise to promote character and competence. These promises are: 1) ongoing relationships with caring adults-- parents, mentors, tutors or coaches; 2) Safe places with structured activities during non-school hours; 3) Healthy start and future; 4) Marketable skills through effective education; and 5) Opportunities to give back thorough community service.

Within their report, after-school programs received special mention:

"Quality after-school programs are proven to benefit youth and communities. According to the U.S. Department of Health and Human Services, children and youth who participate in extracurricular activities 1 to 4 hours a week are 49 percent less likely to use drugs and 37 percent less likely to become teen parents than students who do not participate in such activities. Yet, there are approximately 8 million children who spend time without adult supervision. Even for those who want to participate in after-school activities, estimates reveal in some urban areas, programs meet as little as 25 percent of the demand. Private and public partners of America's Promises, from all sectors of society, are working to ensure that all youth have safe places to go, caring adults to go to and activities to participate in when school is out for the day. Nationwide, in local communities and neighborhoods, the Alliance is bringing needed resources to young people."

www.americaspromise.org

Marketing Your After-School Program

Using the Nordstrom Department Store Strategy

by Kathy Carr

Why is it that I enjoy shopping at Nordstrom's? Is it because the shoe department salesman knows my name and asks about me? Is it because the "Point of View" department team knows the style of the clothes I like and someone always calls me when my favorite brand is on sale? Or is it because there is always piano music and that I am greeted as I walk through the store? Or is it because I have a credit card and I know how to use it? Why am I more willing to pay extra for a quality product? All of these questions have been part of the marketing strategy Nordstrom Department Stores have used to successfully build a solid company.

Nordstrom's has been serving the needs of customers for 100 years. Their annual multi-billion dollar sales reflect the commitment established 100 years ago.

The Nordstrom Philosophy:

* Offer a quality product in a safe, clean environment.
* Focus on customer's needs, individually.
* Create fashion departments that fit individual lifestyles not categorizing departments by merchandise.
* Don't compromise your philosophy.

Nordstrom's marketing strategy and the National School-Age Standards provide after-school programs with solid marketing strategies. Is your program the "Nordstrom" of the city? What can programs learn from Nordstrom's?

Here are some ideas to market your after-school program using this department store's approach.

1. Provide a quality program, based on the National School-Age Standards, in a safe, clean environment. Create a natural pathway throughout the program with walkways that are free from displays or toys that may cause injury. Keep trash away from entrances and have quiet, inviting music playing when appropriate. Keep food area clean and sanitary.

2. Focus on the needs of the children individually. Provide activity choices that bring out creativity and freedom of expression and that consider all styles. Provide a suggestion box by the sign-in area so parents and children can give ideas for improvement and then use those ideas. Care for each child and family as individuals who have unique qualities that add diversity to the program.

3. Create an environment that fits the community you are serving without categorizing programs, such as "low income" or using racial descriptions to describe the program to others. Provide a variety of toys and activities that reflect the needs of the community after school.

4. Have a mission statement reflecting quality components posted at least three places in the program. Refer to the mission or philosophy in staff meetings, parent meetings, circle times and on all printed materials.

5. Finally, treat children and adults with the idea in mind that they are the only one who matters. Know their names, their interests, and let them know about upcoming events.

Become the "Nordstrom" of after-school programs. You will find you have less staff turnover, fewer complaints, and more community support. If all else fails, contact me, and I'll take you shopping... at Nordstrom's.

Kathy Carr has a BA in Family Studies and has been a program director for 10 years. She is an after-school program consultant, a National School-Age Endorser, and the current president of the Utah School-Age Alliance. She is also an avid shopper.

Native American Indian Heritage Month

This special month was proclaimed in 1991 and each State in the U.S. celebrates a bit differently. You may need to do some research to know what is happening in your area. In Alaska, we play Eskimo and Indian games, celebrating survival and hunting skills passed down for generations. Try these with your group and explain that Eskimo and Indian games are still used today to teach children valuable skills of balance and agility.

Eskimo Push Ups

Place a licorice stick on a paper plate and pretend that it is lying on the icy ground. Have children do a push up, picking the stick up with their mouths for a tasty reward.

High Kick

Attach a tennis ball with strapping tape to a broom handle. Hold the suspended ball a few inches from the floor. Have the children balance on one foot, then leap to the other foot which kicks the ball, ending up balancing on the other foot. For an added challenge, raise the ball higher or have the children kick and land on the same foot. At no time in this game are children standing on two feet.

Indian Loop Game

Attach a 4 x 6 piece of cardboard (cereal or cracker boxes work great) to a pencil with a 15" piece of string. Cut 3 or 4, 1" holes on the cardboard. Holding the pencil, swing the board upward and try to catch the pencil in one of the holes.

Giving Thanks

This year share pumpkin bread during the week of November 19 at snacktime and have the children share why they are thankful for the American Indians that were here to help the pilgrims adjust to their new home.

To make Pumpkin Bread, gather the following ingredients:

2 c. mashed pumpkin
3 c. sugar
1 c. corn oil
3 1/2 c. flour
4 eggs, beaten
2 tsp. baking soda
1 tsp. salt
1 1/2 tsp. cinnamon
1 tsp. allspice
1 tsp. nutmeg
2/3 c. water

Mix pumpkin and eggs in a large bowl. Set aside. Mix all other ingredients in another large bowl and add to the pumpkin/egg mixture. Mix well. Pour into 3 small, greased loaf pans and bake at 350° for 40 minutes. Enjoy!

Veterans Day

Veterans' Day, also known as Remembrance Day or Victory Day, was first celebrated on the 11th hour of the 11th day of the 11th month, 1919. The world observed a silent memorial for the Armistice (truce) of World War I. Have a local Veteran come to your program to share about his or her experiences. Teach the children to salute in respect and have them stand at the end of the presentation and salute the brave veteran. Prepare a thank-you card in advance to be presented at this time. In addition, write thank-you letters to local Veterans' hospital residents.

Story in a Can

The third week in November is National Children's Book Week. A great way to celebrate is having children make books. Here's an idea with a twist. Create a book that can be told by rolling it out of a can. Start with a soft-sided can such as bread crumbs, oatmeal, powdered juice or potato chips. Teachers can use a sharp object to cut a slit down the side. Decorate the outside with the theme of the story. Write a fun story or cartoon on adding-machine paper. Roll and place in can, pushing the beginning of the story out the slit. To read, simply pull the story out the slit.

Father of the Blues

W.C.Handy (1873-1958), an African American band leader and American composer, was born on November 16th. He is best remembered as the "Father of the Blues." Celebrate this day in your program with "hand" activities. (With blues music in the background, of course!)

Learn how to lead a band, learn hand signs, see if you can walk on your hands (with gym mats of course), trace your hands and paint them, or even give each other manicures. If you can find handbells, give them a try. They make beautiful music.

Blues & NSACA

Learn more about the blues. Come to Memphis March 7-9, 2002 for the NSACA conference and walk down Beale Street--the birthplace of the blues.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Suellen Nelles* of Fairbanks, Alaska.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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NOVEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
BOOKS	Cut 8 1/2x11 cardstock in thirds & fold, accordion-style. Create a story on each page of the folds, writing and illustrating. Finish with ribbon.	Write your own book-on-tape. After rehearsing, make a recording and surprise your parent by playing it in the car or home tape player.	Make a postcard book by cutting cardstock in fourths & illustrating one side. Pick a theme a character and pretend to write as them. Bind together when finished.	Try a Circle Book by cutting a posterboard into a circle, writing the story around the outside in a clockwise direction. Illustrate with pictures cut from old magazines.	Story in a Can is a unique and fun way to write and present your stories. See activity on page 4 for details.
CARDBOARD CREATIONS	Pizza boxes make terrific picture frames. Cut center leaving enough frame space for decorations (buttons, feathers, etc.) Cut a masterpiece to put in the center. One box makes two frames.	Refrigerator boxes are perfect to create tunnels, forts, a puppet theater, club house or anything else you can imagine.	Gift boxes make wonderful holiday centerpieces. Assemble box, cut small hole in top center and add a tall candle. Decorate box with holiday greens, ribbon and glitter.	Cardboard squares make excellent sleds on snowpacked hills. Safety first.	Recycled cardboard boxes help preserve the environment. Check with a local appliance or department store for giveaways.
ACTIVITIES FOR PARENTS	Leave trivia questions by the sign in/ out board to spark conversations.	Invite parents once a month and have kids cook a simple breakfast to share. Pancakes or muffins with coffee are a good choice.	Twice a year, put out a guessing jar with small candies and let parents guess the number inside. One guess per day for a week. Winner takes the jar home.	Word of the day display by the sign in/ out board. Teach the word to the kids and have them quiz their parents.	Survey parents with simple questionnaire to discover hidden talents. Ask them to share in the program some afternoon.
NATIVE AMERICANS / ALASKANS	Beadwork is a fun, relaxing pastime for Native Alaskans. Try this thoughtful activity with your kids and enjoy the conversation. Talk about the cultural significance of beading.	Read *Two Old Women* by Velma Wallis aloud. Have the children share about their grandparents and the importance of "elders" in the community.	Research Native Americans that lived in your area or nearby. What were some of their trademark crafts? Invite a guest speaker or visit a local museum.	Storytelling is a powerful Native Alaskan means to pass down family history. Pass a story stick around your group and share special family memories.	Eskimo/ Indian Olympics are popular Native Alaskan athletic competitions held each summer in Fairbanks. Try a few games listed on page 4 with your group.
PUMPKINS	To avoid the dangers of carving, Use colorful tempera paints to give your pumpkins a fun face. Have children paint palm-sized pumpkins of their own.	Have children guess the weight of a pumpkin. Make a chart to record guesses. Weigh the pumpkin together. The winner gets the pumpkin when you're finished.	Gut a pumpkin & retrieve the seeds. Bake and sprinkle with salt and enjoy for snack. Again, make a guessing game to determine how many seeds are in the pumpkin.	Add to the guessing graph the weight of the pumpkin with and without the flesh and seeds. Save the flesh for making pumpkin bread.	Pumpkin bread is a tasty and healthy snack. Use the recipe on page 4 with the kids.
VACATIONS	When it's cold outside and your program needs an imaginary get-away, try some of these vacation fun ideas:	Pick several destinations using a globe, atlas, etc. Narrow the world to a few choices, then vote on a destination.	Research your destination using the internet, books, magazines, etc. Call or email the visitor's center and have them send you brochures.	Decide how you'd get there. Plane, boat, train? Use chairs and props to create your 'ride.' Make boarding passes and tickets or passports if you need them.	Decorate another part of the room as your destination. It can be as simple or as elaborate as you wish!

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Something for Nothing

The season for indoor crafts and activities is upon us. Where do we get materials with possibilities at low cost or no cost? Businesses are often happy to help, especially by saving things for you that they would throw away.

If you ask a store to save items for you, be sure to go back for them on the schedule you agreed. If the store is ready to throw these things away, usually because they need space, they may be unable to hold them for you.

Be sure to acknowledge recyclables you receive from businesses. Write a short note and/or let the children write an acknowledgement. Also, if you have a parent newsletter, or if you send home an occasional memo or announcement sheet let parents know which stores are helping and suggest that when parents patronize these merchants, they also say a word of thanks for the store's support of the after-school program: This lets the stores know that it is good business for them.

To get you started, here is a list of things to look for:

Art supply outlets: broken packages and closeout materials; seasonal items out of season.

Beaches: shells and rocks for mosaics, shakers, pet rocks, refrigerator magnets or aquariums; sand for rain sticks.

Cabinetmakers or lumberyards: wood scraps for blockmaking, woodworking, and creative construction; wood curls; sawdust for clay and modeling or for stuffing cloth toys.

Carpet outlets: samples and scraps for cushions to sit on (sit-upons), scrapbook covers, dollhouses and texture printing.

Construction sites: scraps of wood, plastic pipe, tile, wallpaper, carpet, linoleum or copper wire; appliance cartons (the big ones from major appliances, heating and cooling systems and light fixtures.)

Delis and Cafes: cheese boxes and crates, plastic buckets.

Department stores: discarded displays and decorations, boxes and packing materials, cardboard, hangers and shoeboxes.

Drugstores: discarded displays, broken packages of such things as cotton, cotton swabs, craft sticks (tongue depressors), stationery, seasonal items out of season, discontinued notions, discarded small boxes or plastic bottles.

Electronic equipment stores: molded styrofoam packing pieces, boxes, empty wire spools, computer cards and paper.

Fabric stores: fabric scraps, trim scraps, buttons, pattern books, yarn.

Flower shops: discarded bits of ribbon, colored cellophane & colored foil.

Furniture/appliance stores: large boxes big enough to get inside, to make a puppet stage or to cut up for giant pieces of cardboard.

Grocery stores: banana boxes, apple dividers, or cardboard display holders being discarded.

Hardware stores: wood scraps, screws, hooks, nuts, bolts, washers, rope scraps, twine, plastic or wire screen, or odd pieces of molding.

Parks or yards: pinecones, sycamore balls, sweetgum balls, acorns.

Printing companies: ends of rolls of paper, cut scraps or paper and cardboard, overruns.

Telephone company maintenance department: scraps of the brightly colored wire they use.

Upholsterers: foam and fabric scraps and trim scraps

Do not overlook the things you can ask parents to save at home. Send out a call for these periodically--egg cartons, plastic containers, round oatmeal or salt boxes, aluminum pieplates, baby food jars, plastic hangers including baby ones (for bubble blowers or mobiles), leftover bits of giftwrap and ribbon, cut fronts of greeting cards, candles and old wax crayons, paper tubes, yarn scraps, string, old shirts for paint smocks, reusable plastic spray bottles, mesh bags from potatoes.

This article originally appeared in the October 1996 issue of SAN.

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

Consolidation Plan Creates New Block Grant

A new block grant for school-age programs from outside the Education or Health & Human Services Departments, may be coming. The House Education & Workforce Committee (E&W) approved the Juvenile Crime Control & Delinquency Prevention Act of 2001, which would consolidate five juvenile programs from the Dept. of Justice into one Prevention Block Grant, allowing state and local governments to select their own priorities.

The legislation would combine Discretionary Grants, Youth Grants, State Challenge Grants, Juvenile Mentoring and child abuse and neglect treatment funding into the block grant. It doesn't specify a funding level. But a state's share would be based on its percentage of the nation's under-18 population and on a state's share of serious crime. States could keep five percent for administration, technical assistance and evaluation and give grants to law enforcement agencies, schools, social service organizations, etc.

Programs would have to fund new services, not replace existing funding. They could fund before- and after-school activities for at-risk or delinquent children, including sports, arts, clubs, tutoring and mentoring.

But as this talk of the rewriting of school-age funding from the Department of Education began, Congress recessed for August before conferees could agree on funding levels or even what school-age programs to authorize. They did agree that the new bill would last six years, as the Senate voted, instead of five years, as the House did.

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Contact: Billie Bakeberg 605-642-1220 or bake@mato.com

UTAH October 12-13, 2001
Utah SAC Alliance Fall Conference, Park City
Contact: Mary Ellen 801-375-3411
or Carol 801-278-5031, www.utahsac.org

FLORIDA Oct. 25-27, 2001
State Conference, W. Palm Beach
Contact: www.fsaccc.org

OLDER KIDS Oct. 25-27, 2001
8th National Older Kids Conference,
West Palm Beach
Contact: 1-888-438-3123 www.fsaccc.org

CONNECTICUT Nov 3, 2001
CSACCA Conference, Meriden
Contact: Sue Krampitz, 860-349-7005 or staff@csacca.org

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527

ARIZONA November 17, 2001
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370
wtolbert@pvusd.k12.az.us

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051 or jc-indep@missouri.edu

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

National League of Cities Promotes School-Age Care

Eight cities have been selected by the National League of Cities (NLC) to participate in a 30-month "Municipal Leadership for Expanded Learning Opportunities" project designed to improve and expand after-school programs. The cities include: Charlotte, NC; Ft. Worth, TX; Fresno, CA; Grand Rapids, MI; Indianapolis, IN; Lincoln, NE; Spokane, WA; and Washington, DC.

To promote an exchange of ideas among participants, NLC will sponsor annual meetings for representatives from each of the cities to discuss best practices, financing strategies and other issues. At the end of the project, NLC will publish and promote the lessons learned. For more information, go to **www.nlc.org**.

National Indoor Game Month

When the weather begins to get a little less predictable, and when you begin to realize that you have to sustain creativity and variety through February or March, it is time for an indoor game. Arts and crafts and science explorations are great, but there are times when you have to let your school-agers blow off some steam.

October is National Indoor Game Month, and here are some resources to help you make the most of being indoors.

The Incredible Indoor Games Book (by Bob Gregson). No matter what the weather, you'll always be ready with these 160 engaging and fun games and activities. Many spur of the moment games as well as some plan-ahead activities. Appropriate for kids 6 to 16. All of the games are simple enough to learn quickly, yet substantial enough to play over and over again. $15.95 ($14.95 subscriber)

Indoor Action Games for Elementary Children. Over 200 games designed for elementary teachers to use in classroom space. These are great activities for cafeterias and other areas of limited space. 224 pages. $27.95 ($24.95 subcriber)

The Game Finder: A Leader's Guide to Great Activities. Want an indoor game that takes 10 minutes to play for 10 kids who need to use minimal energy, but with a focus on teambuilding? Flip to the back of this book and you'll find a chart that will locate the type of game you're looking for. This book for activity leaders offers over 130 well-tested activities designed for any age group or level of effort. $18.95 ($16.95 subscriber)

Multicultural Games. How do you develop awareness and appreciation for other cultures while enjoying physical activity? By playing games from around the world! Featuring 75 games from 43 countries, this is a great book to begin building an interdisciplinary curriculum. This practical reference guide highlights different cultures and traditions through a series of "Did you know?" fact boxes. $15.95 ($14.95 subscriber)

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RESOURCES

Peace Corps for Kids

Did you know your kids can join the Peace Corps? The World-wise School will set up a correspondence match for your class, giving you a chance to integrate technology into your program while deeping your school-ager's sense of cultural diversity. To learn more, visit:

www.peacecorps.gov/wws/index.html

Beyond School Hours Conference

The 5th Annual Beyond School Hours Conference will take place February 21-24, 2002 at the Hyatt Regency New Orleans. This event is sponsored by Foundations Inc. For more information, call 888-977-5347.

National Atlas

Since 1997, the US government has been updating the National Atlas of the United States and making it available over the Internet. Many different multimedia maps are now online that can give you a summary of geographic information or links to other sites. Check out the map of potentially active volcanos among others!

www.nationalatlas.gov

ACEI Conference

The Association for Childhood Education International will hold its 2002 Annual International Conference April 3-6, 2002 at the Hyatt Regency in San Diego California. Specifically geared towards classroom teachers, the theme of this conference is "Teaching and Learning Without Borders." For more information, call 800-423-3563 or visit:

www.acei.org

National Reading Conference

The 17th Annual National Reading Recovery Conference will be held February 9-12, 2002 in Columbus Ohio. The theme for this year's conference is "Literacy for Every Child."

For more information, contact the Reading Recovery Council of America, 1929 Kenny Road, Suite 100, Columbus OH 43210.

Working Families

The Canadian Child Care Federation, in association with the McConnell Family Foundation, has developed a bilingual website for families to share knowledge and expertise to help other families. Visit:

www.workfamilytips.com

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Talking to School-Age Children About Tragedy

Facing the Aftermath of New York and Washington

Compiled by Caulyne Burton, Managing Editor

***A message from Rich Scofield, publisher**: After the tragedy that befell the nation and the world on September 11, many children are haunted by the images of the World Trade Center collapsing, loss of lives, and the sudden attack on our way of life. Adults had a difficult time dealing with the situation, yet we still have no articulate answer when we are asked "why" by school-agers. Due to our publication schedule, there is a three to four week gap between when we close an issue and when readers receive theirs by second-class mail. The October issue was at our mailer's on September 11th. One week later, we are finishing the November issue. We do not know what the state of the world or the "war on terrorism" will be when you read this. We do know that the lives of the children in programs will be affected. Whether they attend after-school programs in New York's Chinatown, youth services on Air Force bases in Germany, or in 21st CCLC programs in Des Moines, they will have the basic fears of "Am I safe? Is my family safe? Will something happen to me or my family?" Developmentally egocentric, 7- to 12- year olds tend to believe that what happens to one person WILL happen to them. The following article is to help you and parents let children know they are safe.*

We hope we can begin to heal from these horrible events, and take comfort in the outpouring of love, support and goodwill demonstrated across the country in the face of such loss and tragedy. Our thoughts are with those who lost friends or loved ones in this tragedy. Feel free to copy this article and distribute it to parents so that we can all begin to heal.

From school-shootings, floods and earthquakes, to terrorist attacks and the unknown aftermath, children are vulnerable to the events that bombard them on television, or, sadly, closer to home. (Many communities received false bomb threats to schools.) Some may come to fear the airplane in the sky that once drew their imagination. Others may no longer be as excited about the architectural marvels that grace the skylines of our major cities. Some children will become more needy, more concerned, or have a difficult time at bedtime. "Expect these normal reactions and be ready to deal with them with understanding and patience," writes Laura Jana, M.D., F.A.A.P. Depending upon the action taken in retaliation for these events, they may have fears of war, especially if a parent is involved in the armed forces.

There is no easy answer of what to do and what to say in a situation such as what this country has recently gone through. Sifting through countless articles and websites, we have compiled the following materials. It seems that the most important things we can do are to listen and to be honest while monitoring what your children see.

Guidelines for Disasters

Countless organizations have provided checklists and advice for traumatic events. The American Psychological Association suggests the following guidelines when an event such as this occurs:

1. Continuously reassure children that you will help to keep them safe.

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Multi-Site Management

Make the Balancing Act Work

by Cara Gordon-Gillis

Managing a multi-site program has its unique benefits and also its own set of challenges. For the multi-site director, it also means MORE of everything; more staff meetings, more parent advisory boards, more licensing visits, etc.

Make sure everyone knows their role...

The Positives

There is power in numbers. With multiple sites, you can submit larger equipment orders and get price reductions and free or reduced shipping. You can buy in bulk and divide the supplies between the sites. If you need parent support, you can enlist assistance from a larger pool of possible volunteers.

You have a larger pool of staff and talent. This enables you more creative staffing options and more varied curriculum ideas. For example, staff

(continued on page 2)

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Multi-Site Management...

(continued from front page)

from one site can provide child care at another site's parent meeting so that it can include their full staff.

A great club or special event can be replicated and done at another site – why reinvent the wheel? Curriculum kits can be developed and then rotated from site to site, eliminating the need to have some of the more expensive supplies at each place.

Staff swapping can have the same impact as hiring an outside "specialist." The staff members involved get to see another site and another perspective and the children get to be exposed to a new teaching style or learn a new talent.

The Negatives

Managing time becomes extremely important. Your schedule will fill up quickly with "REGULAR" meetings, leaving little time for implementing new ideas, managing a crisis, etc.

Staff turnover (or attendance, or tardiness, etc.) problems are magnified when they are occurring at more than one location. It becomes imperative to document every staff incident, no matter how seemingly insignificant.

You must ensure that each site is following the program policies and procedures. Each site is bound to be extremely different, yet they all need to maintain the same level of quality and safety.

The Director role takes on the feel of "big administration" and you lose touch with the very reasons you entered this field in the first place. Your days can become filled with tuition collection, staff reprimands, putting out fires, and handling mostly the "negatives."

5 Tips for Multi-Site Management

Be sure roles are clear. Who does enrollment, the Site Coordinator or the Program Director? Do newsletters need to be approved by you before going out? Who is involved in hiring and firing? Make sure everyone knows their role and when they need to defer to you. (Update job descriptions and give "promotions" when responsibilities are increased.) Likewise, make sure the parents know when to call you and when to call the site staff directly.

Put all instructions in writing. If you want your staff to handle late pick-up a certain way, give them written instructions. Each site should have a "Program Policy and Procedure Binder" that is updated regularly. Have a written procedure for everything. How will supplies be ordered? How will staff get reimbursed for incidental purchases? Even something as simple as how to answer the phone should be documented if you want a uniform level of service at each of your locations. Having everything in writing is also helpful when orienting a new staff member or when you need to hire a substitute.

Make staff meetings productive. Always have an agenda and a desired result. Work from an action plan and record meeting minutes. Make sure there is a copy of the minutes on file at each site.

Try to schedule regular visits to your off-site locations. Not just when they have a parent meeting or special event, and not just when there is a crisis requiring your presence. Try to schedule a visit when you can observe the program and interact with the children and staff on a regular basis. These regular visits might be a good opportunity for you to lead an activity or club--the children would surely appreciate getting to know another caring adult and though modeling, the staff could benefit from your years of experience.

Think of these visits as something equally important to a board meeting or other necessary event on your calendar. As a result, your staff will feel more connected, and you will get the opportunity to enjoy the programs you work so hard on behind the scenes. Keep up the good work!

Cara Gordon-Gillis works with children and families in the city of Boston, MA and has been a contributor to SAN's activity pages as well as contributing articles .

More Resources

NAEYC Catalog

The National Association for the Education of Young Children has recently completed its fall catalog. Though filled with resources for early childhood education, many are applicable to school-age care. For yours, call 800-424-2460, write to NAEYC, 1509 16th Street, NW, Washington DC 20036 or visit them on the web at: **www.naeyc.org**

KidzLit

The Developmental Studies Center of Oakland CA has an after-school reading program for all types of school-agers, from kindergarten through 8th grade. This is a nonprofit organization dedicated to children's intellectual, ethical and social development.

For more information and a catalog, contact KidzLit at 800-666-7270 or online at:

www.devstu.org

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Tragedy...

(continued from front page)

2. Turn off the TV. Overexposure to the media can be traumatizing. If older children are watching the news, make sure you watch with them.
3. Be aware that each child's age will affect his or her response. Adolescents in particular may be hard hit by these kinds of events. Counseling may help reduce long-term effects.
4. Calmly express your emotions, remember that a composed demeanor will provide a greater sense of security for children.
5. Give children extra time and attention. Parents should plan to spend more time with their children in the following months.
6. Let children ask questions, talk about what happened, and express their feelings.
7. Play with children who can't talk yet to help them work out their fears and respond to the atmosphere around them.
8. Keep regular schedules in both after-school programs and at home for activities such as eating, playing and going to bed to help restore their sense of power and security.
9. Consider how you and your child can help. Children are better able to regain their sense of power and security if they feel they can help in some way.

Ways to Help

This last statement is evident in those few bright moments during the never-ending news coverage: children making peanut butter and jelly sandwiches for the rescue crews and lining up to donate pennies to the American Red Cross. Even now, with a little creativity, your school-agers can write thank you letters to fire stations in New York or at home. One group of children in Sudbury, Mass. raised $10,000 for the children of the fire fighters and police that lost their lives by selling red, white and blue jelly beans in front of a grocery store. Passers-by dropped money in the jar, and a local bank doubled their earnings.

Resource and Referrals

Your local Child Care Resource and Referral service (CCR&R) is an excellent place to turn for assistance. They have helped to respond to victims of hurricanes in Florida, floods in Mississippi, earthquakes in California and the Oklahoma City bombing. They can help you and your staff deal with your own emotions, address those of the children in your program, and even be a resource for parents who do not know how to cope with this loss.

CCR&R's suggest the following steps be taken to help children cope with disasters, in addition to those previously listed:

1. Assume that the children know about it, talk with them and be available, and try to be as calm as possible so as not to frighten them but to add to their security.
2. Tell them that no matter what, you will do whatever you can to keep them safe, and this may need to be done continuously for a while to assure them. Remind them that their leaders (President, Mayor, etc.) are working to keep them safe.
3. Encourage children in play activities that allow them to work out fears or reestablish boundaries such as through role playing, puppets, games that allow for some physical contact such as circle games, art, etc.
4. Take part in healing ceremonies if possible, such as planting trees or attending public services in honor of those directly affected.

Listen to your children with your eyes and ears...

Be a Listener

In their article, "Attack on America: Helping Your Kids Understand the Unthinkable," Laura Davis and Janis Keyser remind us to listen to our children. "Listen to your children with your eyes and ears... Watch for changes in behavior: withdrawing, fighting, crying, clinging, listlessness, testing... Try to make yourself available at their chosen time. They may not be able to access that feeling again later, when you are free. Listen for a long time before you offer your opinions or ideas." Davis and Keyser also recommend asking open-ended questions. "What else are you feeling?" "How do you think those people feel?" or "How do you feel about that?" are chances to explore their thoughts.

School-Agers and Trauma

Davis and Keyser point to the specific needs of school-agers. "Six- to twelve-year olds are more able to understand events outside their direct experience [than preschoolers]. They are able to read, so protecting them from information about the events is unlikely. They can comprehend ideas like hijacking, yet it is a stretch for them to think about people who are willing to die for their beliefs. This is an age where it is important to listen to children's ideas. They may understand some pieces of the story very clearly and be totally confused about others.

"At this age, you can begin to explain what motivates people to act in violent ways. 'People who feel angry and hopeless, and who don't know other ways to express their feelings, sometimes hurt others and themselves.' You can also ask them to help you think about more positive ways people could express their frustration and anger about life's circumstances."

We are including many websites in this issue, which can provide much greater depth on the issues that surround events such as those on September 11. At the time we went to press, the sites were all up and in working order.

We urge you to continue to monitor children for signs of lingering fear or stress. It is normal for children to still be grieving. If extreme abnormal behavior is exhibited (from increased aggression to withdrawing from friends), talk to the child's parents and suggest counseling.

As we do not know what the coming weeks and months will hold, we urge you to listen to your school-agers and continue to support them.

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December Dramatics

The holiday season is upon us and our children are perhaps 'bouncing off the walls' so to speak. Over the past few months SAN has shared a variety of drama ideas and activities. Here are a few theatre games that will help children to focus their concentration, use their imagination, and perhaps have a little fun!

Three Changes

Divide the children into partners. Stand facing each other for 30 seconds looking at each other's appearance. Turn around back to back and make three changes in your appearance (ex. untie a shoe, change jewelry, untuck a shirt, roll up sleeves etc.) Turn back around and take turns trying to discover the three changes. This game can also be done with a group by having "it" leave the room to make the changes and then stand in the center of the circle.

Paper Fold

Divide children into partners and sit them back to back. Give each child a piece of paper exactly the same size. One piece of paper should be folded in several different ways. The child with the folded piece of paper must try to explain how their paper is folded while their partner tries to fold their paper to match.

Mystery Bag

Place several items out of three categories into brown paper bags and let the children take turns guessing what they are, by using only one of their senses.

Touch: feather, balloon, money, shell, sandpaper, paperclips, rubber bands, fabric

Smell: coffee, onion, rubbing alcohol, baby oil, laundry detergent, water, soda pop, pickles

Taste: raisins, crackers, marshmallows, chocolate chips, cornflakes

Sight: Flour, salt, sugar, yeast, oatmeal, rice, brown sugar, pepper (put these items in plastic zipper baggies or baby food jars)

Forty Ways to Cross the Room

Children line up on one side of the room. Each child takes a turn crossing the room. They may, walk, run, skip, hop, jump, walk backwards, sideways, anyway they wish to get across the room. Each child has to cross the room in a different way than someone else. If anyone repeats a method, they must try again.

Sshh! The Queen/King is Sleeping

Children line up on side of the room with the King/Queen sitting on a chair in the middle of the room. The King/Queen has a terrible headache and is trying to go to sleep. (King/Queen can be blindfolded or close their eyes for the game). One by one the servants/knights/princes/princesses try and cross the room as quietly as they possibly can without waking the King/Queen. If the King/Queen hears a sound they must wail and say "Oh, my aching head". Whoever they heard crossing the room, must then sit down where they were caught. It is very important that anyone who is not taking a turn remain very quiet.

Other Activities!

Human Rights Day Awareness

For more information and activity suggestions for Human Rights awareness check out.

www.udhr.org

Follow the links for resources and action. On the action page you will also find simple letters that are a part of a National Letter Writing campaign. Use these letters to help your school-agers create their own message about Human Rights awareness.

St. Lucia Cinnamon Buns

Dough:

16oz package of Hot Roll Mix
1 cup hot water
2 tablespoons softened butter
1 egg

Filling:

1/4 cup melted butter
1/3 cup sugar
2 teaspoons cinnamon
1/2 cup chopped walnuts
1/2 cup raisins

Follow the directions for the roll mix. Mix sugar and cinnamon together. Roll out dough. Drizzle melted butter over the dough and spread cinnamon mixture on top. Sprinkle the raisins and chopped nuts (nuts can be omitted for children with allergies). Roll bread dough into a tube. Cut into 12 slices and place on a 9"x13" cookie sheet. Let rolls rise for a 1/2 hour and then bake at 375 degrees for 20 minutes. Cool before serving.

National Native American Heritage Month **see Pg. 6**

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion Ohio. Illustrations by *Julie Sorensen.*

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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DECEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER DAYS	December 1, 2001 is the 12th Annual **World AIDS Day**. Take some time to discuss the myths surrounding the contracting of AIDS with your children	December 4th is **National Cookie Day**. Bake your favorite cookies (or no-bake cookies) and share with families, teachers, neighbors & community leaders.	December 10th is **Human Rights Day**. Talk about what Human Rights mean to them. Host an international festival for your program to share cultures around the world.	Dec. 16th is **Chocolate Covered Anything Day!** Sounds good for snack today – what can you dip in chocolate? Ice cream, fruit, nuts, ants (just kidding). Try something new!	Dec. 31st is **New Year's Eve--** though many of your programs are closed on this day, have the children reflect on milestones and set goals for the upcoming year.
MORE DRAMA GAMES	Read your favorite story to the children. Stop the story half way through or before the conflict. Divide the children into groups and have them act out alternate endings.	Make up **characters** that were not in a fairy tale, but could have been. Interview each character to find out their interpretation of the story. (ex. a hairdresser in Cinderella)	After reading a story, pick out a favorite character. Move around the room saying **'hello' and 'goodbye'** as that character. How do they walk, talk, and behave?	Create **puppets** to tell a story with—finger puppets, paper-plate puppets, brown paper bag puppets and even marionettes. Don't forget to build a stage and some scenery.	Read a story aloud and let the kids act it out as you go. This is called **narrative pantomime**. Afterwards talk about what you saw and then reread the story and let them act it out again.
MARVELOUS MATH	How many **buttons** do you have? Have the children count the number of buttons that they have on...make a graph.	How many ways can you **measure the room?** How about with a banana? Or maybe a crayon? How many Lego blocks high is your snack table?	Divide children into small groups of pairs. Give each group a cardboard cutout of a **shape**. Have the group list 10 things that are the same shape and can be found in the room.	Cut several pieces of yarn & distribute or hide around the room. Divide into teams and on the count of three find the **string** and tie it together. Who's string is the longest?	Children sit/stand in a circle. A player starts with a simple **math problem** (1+3=4) & tosses the ball to another who continues the problem by saying 4x5=20 and so on.
KIPLING	**Rudyard Kipling** was born in Bombay, India on Dec. 30, 1865. He wrote many animal & 'just-so' stories including, *The Jungle Book, How the Camel Got His Hump.*	Read a Kipling **"Just-So-Story"** and write your own story about your own pets or another animal. How 'd the cat get his whiskers? How did the gerbil get a long tail?	Once they've written their own stories, have them **illustrate** them to show how the animal looked before & after. The cat before he got his whiskers and after.	Kipling was born in **Bombay, India.** Get out a map and locate Bombay. What other locations can you find in India? What is the weather like? What does it look like?	If you live near a **zoo**, take a trip to see the animals. OR invite the children to bring in their jungle stuffed animals and create your own zoo.
HOLIDAYS	Dec. 6th brings the arrival of **St. Nicholas** in Holland. Children leave wooden shoes our for candy, fruit & nuts. Make a wooden shoe from a small shoe box and brown paper.	Germany's the home of **gingerbread** & the Christmas tree. Cut out gingerbread cookies from cookie dough or brown wrapping paper. Hang your cookies in the room.	English **carol singers** can be found in the streets around Christmas time in England. Where can you carol sing? Make a song book filled with your program's favorite songs.	Dec. 13th celebrates **St. Lucia Day** in Sweden. On this day the oldest daughter wears white and serves coffee & St. Lucia cinnamon buns to her family. Use the recipe on page 4.	**Las Posadas** (which means *the inns*) is a Mexican celebration that lasts 9 nights. Make fiesta banners from tissue paper or construction paper to hang about the room.
DECEMBER IS...	December is **Universal Human Rights Month.** Talk with your children about what they feel are equal human rights for everyone. See web page on page 4.	Dec. is **Read a New Book Month.** Visit your library for new books for the children to read. Invite children to bring in books to swap for a week with their friends.	Dec. is **Safe Toy and Gift Month.** Invite children to bring in toys that have a violent theme (i.e. guns, knives, etc) and swap them for a safe and creative toy. Get your community involved.	December is **"Hi Neighbor!" Month.** Do you have neighbors near your program? Get to know them– have a block party or an open house?	Dec. is 'Write to a Friend' Month. Create your own stationary & write letters to friends near and far. Create a pen pal program with a neighboring SAC program.

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The Helpers

AmeriCorps Alums compiled a list of *How to Deal with Scary News: Thoughts from Mr. Rogers*. Perhaps the most important thought was, "When Fred Rogers was a boy and would see scary things on the news, his mother would say to him, 'Look for the helpers. You will always find people who are helping.'" We must remind children of the helpers, and empower them to be helpers in their own way.

Helpful Websites for Disasters:

American Academy of Pediatrics
www.aap.org/advocacy/releases/disastercomm.htm

American Psychological Assn.
helping.apa.org/therapy/traumaticstress.html#children

American Academy of Child and Adolescent Psychiatry
www.aacap.org

Talking to Kids About War
www.AboutOurKids.org

Talking About Conflict and War, The Learning Network
www.familyeducation.com/article/0,1120,20-6055,00.html

Purdue University Extension
www.ces.purdue.edu/terrorism/children/index.html

National Mental Health Assn.
www.nmha.org/newsroom/reassurance/children.cfn

Children's Defense Fund
www.childrensdefense.org/resources_tragedy.htm

Rumors & Gossip

Using Tragedy to Discuss the Media

Have your school-agers look at media coverage of tragedies and use it as a useful tool to study misinformation.

Who? What? When? Where? Why? and How? are the questions that journalists are supposed to uncover and communicate to their audience. Ask them what the difference between a theory and a fact is. Share the idea that in the early stages of any story, reporters are sharing their ideas.

Discuss how the media got many of the facts wrong during the first week of coverage of these events, such as the rescue of 5 firefighters. Talk about how emotions clouded the events. It is hard to stay focused on facts when you are upset about something. This is especially true when a big event happens and no one knows why. If they are comfortable with it, ask the children for examples, either from the media coverage of the September 11 events, or in their own lives.

Psychologists tell us that both children and adults react better to tragic events when they read about them in print when compared to video coverage. Look at print and news coverage to analyze how different reporters or mediums handle the facts. Your students may not be ready to use the plane hijackings as center of this detective work. You can study a local event, local news story or even an incident on the playground that might get misreported to the director.

Urge school-agers to be skeptical, and, true to the cliche, not to believe everything they see or hear. For every fact, there is a Chicken Little telling us the sky is falling.

Native American Heritage Month

Websites for Learning More Than Thanksgiving and Pilgrims

During the month of November, Thanksgiving is often boiled down into shallow representations of both the Pilgrims and the Indians, feathered headdresses and big buckled shoes. This is perhaps why November was delcared National Native American Heritage Month.

In an effort to share more of the rich and varried indigenous cultures of the 'new world.' We have compiled a list of websites. Many are great jumping-off places with multitudes of links. You can find information about tribes in your area, even if it is Canada or Australia!

About.com's Native American Culture Links
nativeamculture.about.com

Listing of Tribes
www.cradleboard.org/2000/tribal_w.html

Information About Native Dance
www.powwows.com

Arts and Native Techniques
www.nativetech.org

Aboriginal Links (World-wide)
www.bloorstreet.com/300block/aborintl.htm

Abbe Museum (Maine)
www.abbemuseum.org

Alutiiq Museum (Alaska)
www.alutiiqmuseum.com

Heard Museum (Arizona)
www.heard.org

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Academic Pressure Leading Force Behind 21st Century Activities

by Charles Pekow

Editor's Note: *The report referenced is based on observations of only four 21st CCLC programs. These observations and interpretations should not be construed as generalizations about all 21st CCLC programs.*

The after-school hours are becoming an extension of the academic day with the 21st Century Community Learning Centers (CCLC) program. Even when the community partnerships nominally govern the programs, schools dominate the boards and use the programs primarily to help them meet the pressure for improved academic performance they are coming under.

Or so it appears in a report from the Institute for Educational Leadership (IEL), *School-Community Partnerships in Support of Student Learning: Taking a Second Look at the Governance of the 21st Century Community Learning Centers Program.*

IEL based its findings on visits to four 21st CCLC programs that had been operating with community partners for two years. During the first year, the programs had found partners and started to implement strategic plans. However, IEL concluded that community oversight efforts have "functioned weakly." Other findings include:

Grantees are highly "project oriented." They are so busy meeting requirements that they can't afford the luxury of thinking about long-range comprehensive strategies.

The school districts always end up winning when there is conflict between partners. Schools tend to dominate governing boards, with "minimal input" from residents, parents, students and providers. St. Louis developed a 54-member board with representatives of more than 20 providers. But the board meets quarterly or less frequently, and scheduling conflicts often prevent staff from attending.

School districts, under enormous pressure to improve state test scores, have recognized the potential of extended day efforts...

Partners provide services and advice, but collaborations lack the leadership or staff to enact successful policy changes. "Sharing a using relevant information among community sectors in order to design strategies, implement programs and evaluate results remain difficult. Oversight bodies at the community and school level are so focused on school-wide academic achievement—clearly the long term result—that they have not helped partners and constituents appreciate the near-term impact of 21st CCLC activities on interim indicators like improved attendance, behavior and parent involvement. In doing so, they overlook an important opportunity to prove the initiative's effectiveness, build support and buy the time needed to achieve more long-term academic achievement gains."

Pressure to improve test scores appears to drive the programs more than any other factor. "School districts, under enormous pressure to improve state test scores, have recognized the potential of extended day efforts and have written them into their strategic plans for school improvement. Some partners believe that school district investment in what 21st CCLC can provide is so high that they will pick up funding for at least core activities after the federal grants end."

Most activities relate to meeting state academic standards. "At one Denver site, after students finish their homework in after-school homework clubs, tutors make sure it is delivered to teachers on the same afternoon and is not lost on the way to and from school." In St. Louis, sites must show how their program helps meet school needs and goals. The school system ensures a connection by staffing the program mainly with its own professionals. "Teachers who wish to participate in the program are required to submit lesson plans that build on the academic activities occurring during the regular school day." St. Louis schools are using the program to bolster its academic program because the state warned it to show results or lose accreditation, the report says.

IEL concluded that "collaboration develops best in communities where cross-sector stakeholders have a history of working together and where strong intermediary groups like local foundations and United Ways foster connections and provide technical assistance. In December, for instance, a well-established relationship between schools and a local Boys & Girls Club helped considerably."

The 46-page report costs $5 from IEL, 1001 Connecticut Ave NW, Suite 310, Washington, DC 20036, (202) 822-8405, (202) 872-4050 (fax), iel@iel.org, www.iel.org

SAC CONFERENCES

CONNECTICUT Nov 3, 2001
CSACCA Conference, Meriden
Contact: Sue Krampitz, 860-349-7005 or staff@csacca.org

NORTH CAROLINA November 16-17, 2001
12th Annual NCSAC Conference, Raleigh
Contact: Connie Greeson, 919-731-1527

ARIZONA November 17, 2001
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370
wtolbert@pvusd.k12.az.us

MISSOURI Nov. 30- Dec. 2, 2001
8th Annual MoSAC Conference, Kansas City
Contact: 816-252-5051 or jc-indep@missouri.edu

MIDDLE SCHOOL January 10-12, 2002
2nd Annual Middle School Conference, San Francisco
Contact: 415-957-9775 or www.calsac.org

MASSACHUSETTS April 5-6, 2002 **NEW!**
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

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RESOURCES

Older Kids

Did you miss the older kids conference in Florida this October? Now you have a second chance at the 2nd Annual Middle School Conference January 10-12, 2002, sponsored by the California School-Age Consortium. It will be at the Miyako Hotel in San Francisco. Call 415-957-9775 or visit **www.calsac.org** for more information.

NSACA Conference

The National School-Age Care Alliance will hold its 14th annual conference March 7-9, 2001 in Memphis, Tennessee. The city that brought us "the blues" will be the backdrop for this important conference for those involved in after-school care. Call 800-606-0061 or visit the website at:

www.nsaca.org

November is National Native American Heritage Month. Check out the websites on page 6.

Guidance Games

The Child's Work, Child's Play catalog carries counseling tools from board games to books. Anger and conflict resolution, play therapy, attention deficit, adolescent issues and training are all addressed in this catalog. Most items are flagged for age-appropriateness. For your copy, call 800-962-1141 or visit them online at:

www.Childswork.com

SAN at NAEYC

School-Age NOTES will be exhibiting at the NAEYC conference in Anaheim CA October 31- November 3. Stop by booth #323 and say 'hi'.

Waiting for Reprints

The following books are temporarily unavailable as we wait for publisher reprints. While we hope it will be sooner, we should have all of them back in stock by January.

The books are:

Latino Read Aloud Stories ⁂ Learning the Skills of Anger Management ⁂ How to Handle a Hard-to-Handle Kid ⁂ What Do You Stand For? ⁂ Doing the Days ⁂ How to Help Your Child With Homework

Volume XXII #4 The Newsletter for School-Age Care Professionals December 2001

School-Age NOTES

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December Dilemma

The Facts About the Traditions

In past issues of School-Age Notes, we have advised you to make room for all holidays during the month of December. Perhaps the best first step in sharing different holiday traditions with your schoolagers is to educate them. There are endless websites, books, and those you can talk to in churches, synagogues, mosques and other places of worship. Be mindful that there are traditions other than those associated with Ramadan, Chanukah, Christmas, Kwanzaa, or Winter Solstice. Even the way that these holidays are celebrated varies globally. This is not meant to be comprehensive, but rather a jumping-off point for you in your exploration of all of the traditions that fall within what we tend to call "the holiday season."

Ramadan

Ramadan is a special month of the year for over one billion Muslims throughout the world. This year (2001), Ramadan takes place November 28 through December 26. It is a time for inner reflection, devotion to God, and self-control. The third "pillar" or religious obligation of Islam, fasting is a means of learning self-control. Ramadan is also a time of intensive worship, reading of the Qur'an, giving to charity, purifying one's behavior, and doing good deeds.

As a secondary goal, fasting is a way of experiencing hunger and developing sympathy for the less fortunate, and learning thankfulness and appreciation for all of God's bounties.

Ramadan is the ninth month of the Islamic calendar. The much-anticipated start of the month is based on a combination of physical sightings of the moon and astronomical calculations. The practice varies from place to place. In the United States, most communities follow the decision of the Islamic Society of North America. The end of the month, marked by the celebration of 'Eid-ul-Fitr, is similarly determined.

The daily period of fasting starts at the breaking of dawn and ends at the setting of the sun. In between— that is, during the daylight hours— Muslims totally abstain from food, drink, smoking, and marital sex. The usual practice is to have a pre-fast meal (suhoor) before dawn and a post-fast meal (iftar) after sunset.

During the month, Muslims try to read as much of the Qur'an as they can. Most try to read the whole book at least once. Some spend part of their day listening to the recitation of the Qur'an in a mosque.

It is a common practice for Muslims to break their fast at sunset with dates (iftar), following the custom of Prophet Muhammad. This is followed by the sunset prayer, which is followed by dinner. Ramadan emphasizes community aspects and since everyone eats dinner at the same time, Muslims often invite eachother to share the Ramadan evening meal.

Muslims use many phrases in various languages to congratulate one another for the completion of the obligation of fasting and the 'Eid-ul-Fitr festival. Here is a sampling of them: "*Kullu am wa antum bi-khair*": May you be well throughout the year (Arabic), "*Atyab at-tihani bi-munasabat hulul shahru Ramadan al-Mubarak*" : The most precious congratulations on the occasion of the coming of Ramadan. (Arabic)
Source: islam.about.com

Kwanzaa

Kwanzaa begins on December 26th. It is the celebration of African-American heritage, pride, community, family, and culture. The seven-day festival begins

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Poll Supports After-School

In a poll conducted between July and August of 2001, Lake Snell Perry & Associates and the Tarrance Group conducted a national survey funded by the Afterschool Alliance, the C.S. Mott Foundation and JCPenny Afterschool. This is the fourth such poll. The findings show large, bipartisan support for expanding after-school programs. In fact, 7 in 10 voters want after-school programs to be available to all children even if it means increasing the federal appropriations currently in place.

...7 in 10 voters want after-school programs to be available to all children...

Voters polled also find these statements to be true. For example, 89% of those surveyed believe that after-school programs steer children away from drugs and alcohol. 86% of those polled believe that "there should be a national commitment to making sure every child has a space in an afterschool program."

At a time when appropriations are underway for the federal 21st CCLC program, which funds after-school programs, the survey results are comforting in their

(Continued on page 3)

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December...

(continued from front page.)

the day after Christmas, ending on New Year's Day. Conceived in 1966 by Maulana Karenga, an African-American scholar and activist, following the Watts riot, the festival is derived from African harvest celebrations. The name Kwanzaa is from the Swahili phrase "matunda ya kwanza," meaning "first fruits."

As Karenga says, "Kwanzaa is celebrated through rituals, dialogue, narratives, poetry, dancing, singing, drumming and other music, and feasting." Such activities might demonstrate Kwanzaa's seven principles, known by the Swahili phrase "Nguzo Saba." They are: *umoja* (unity), *kujichagulia* (self-determination), *ujima* (collective work and responsibility), *ujamaa* (cooperative economics), *nia* (purpose), *kuumba* (creativity), and *imani* (faith).

Some readings during Kwanzaa might include Martin Luther King Jr.'s Christmas sermon on peace, W.E.B. DuBois' Prayers for Dark People, and the poetry of Langston Hughes, according to Paula Woods and Felix Liddell, who have written a book about Kwanzaa, "Merry Christmas Baby."

A major ritual of Kwanzaa is lighting a candle on each day of its seven days. The candles, called "mishumaa," are the colors of the Black Liberation Flag: three red candles, three green and one black.

Kwanzaa also includes gift-giving. Children might receive three traditional gifts: a book to further a goal or highlight black achievement, a heritage symbol, and a toy or other present.

Sources: cnn.com (Associated Press, Los Angeles Times, Chicago Tribune, United Press International, San Francisco Chronicle, Encarta 96 Encyclopedia)

Chanukah

Chanukah, the Festival of Lights, is observed for eight days, beginning on the evening of the twenty-fifth day of the month of Kislev. This year, (2001), Chanukah starts at sundown, Sunday, December 9th, and lasts for eight days thru Monday, December 17th, 2001. Chanukah commemorates the victory, thru the miracles of Hashem, of a small band of Maccabees over the pagan Syrian-Greeks who ruled over Eretz Yisroel (Israel).

The Menorah is a nine-branch candelabra. On each night, one more candle is added and lit, beginning with one candle on the first night of Chanukah and ending with the eighth on the final evening. The ninth branch is reserved for the shamesh, the servant light, which is lit first and used to kindle the other lights of the Menorah. The whole family and guests should be present for the lighting. Young children are also encouraged to light the candles.

Maoz Tzur is the universal song of Chanukah. It traces eras of oppression (Egypt, Babylon, Haman, the Syrian-Greeks), the nineteen centuries since the Second Bait Hamikdash was destroyed, and praises Hashem for redeeming Bnei Yisroel after each of them.

The dreidel was introduced as a special treat for children. The dreidel is a four-sided spinning top, also called a "s'vivon," in Hebrew. On Chanukah, it is traditional to give all children Chanukah gelt (money) and/or presents. Of course, this beautiful custom adds to the children's happiness and festive spirit. In addition, it affords parents an opportunity to give children positive reinforcement for exemplary behavior, such as diligence in their studies and acts of charity.

Source: www.torahtots.com

Holiday Web Resources

General Sites
falcon.jmu.edu/~ramseyil/holidays.htm
www.benjerry.com/yule/
www.kidsdomain.com/holiday/

Ramadan
www.themuslimwoman.com/justforkids/
islam.about.com/cs/ramadan/index.htm

Kwanzaa
www.billybear4kids.com/holidays/kwanzaa/kwanzaa.htm
www.melanet.com/kwanzaa/

Chanukah
www.makingfriends.com/jewish_crafts.htm
www.aklah.com/holidays/hanukah/
hanukah.asp

Christmas
www.kidsdomain.com/holiday/xmas/index.html
www.christmas.com/worldview/

Winter Festivals
altreligion.about.com/library/weekly/aa120100a.htm?=winter+solstice

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Survey

(continued from front page)

overwhelming support of out-of-school time programs. When asked if they would favor or oppose having their "state taxes increased by $100 per year to pay for every child to attend an afterschool program," two-thirds of voters (67%) said that they would favor the tax increase.

Nearly three in five Americans (58%) believe that the federal government is spending too little on after-school programs, and 59% feel that their states are not spending enough.

The true variety of programs currently in place was reflected in the survey findings as to where those polled most want to see daily after-school programs take place: public schools (57%), community organizations like Boys & Girls Clubs or YMCAs (16%), other public facilities like parks and recreation departments (9%), and churches or temples (6%).

How hard is it to find a program? 45% say it is "somewhat difficult" for parents to find after-school programs, while 17% find it "very difficult."

Eight in ten voters say that if the number of after-school programs is increased, it is "almost certain or very likely" that "working families will be helped." Of those surveyed, 82% felt that "kids will be exposed to more creative activities," 78% believe "kids will have a chance to learn and master new skills," and that "kids will be safer."

While the merits of after-school programs are no suprise to those that work in them or the families that currently benefit from them, the Afterschool Alliance survey shows that the general population that was polled knows the benefits as well. Support is high among Republicans and Democrats, men and women, and married and single voters.

The Afterschool Alliance is dedicated to ensuring that all children have access to after-school programs by 2010. Information about the Afterschool Alliance and the survey are available at:

www.afterschoolalliance.org

See page 6 for more about the Afterschool Alliance.

Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers

Coping with terrorism is costing America in many ways-- including taking federal resources away from social sevices. Congress has been too busy to pass appropriation bills for elementary and secondary reauthorization, which could provide significant new funding sources for school-age care.

Both houses have developed appropriation bills. However, federal money remains tight because of tax cuts, a weakening economy and redirection of resources in the aftermath of September 11th. As a result, the funding levels in these bills are much lower than advocates had hoped.

Both bills would include $2.7 billion for workfare families. Both bills deny the administration's request for $400 million in reserve for after-school vouchers. The Senate Appropriations Committee (SAC) believes that the 21stCCLC program already addresses this need. The Senate version keeps $19 million for resource and referral and school-age programs, though the House version does not mention it.

Both bills include $1 billion for 21stCCLC, up $154 million from last year. It would become a block grant as 95% of the money awarded by the states competitively to programs for students of low-performing schools.

Both bills continue the gradual decline of the Social Services block Grant, cutting $25 million to $1.7 billion. But, the new mentoring program is slated for $30 million in the House and $5 million in the Senate.

The Safe and Drug Free School and Communities program is treated differently in each house, each slating a different sum and different stipulations on the program that allows funding for security and anti-drug programs in school-age care.

Knowledge Banks & Technical Advising

by David Alexander, NIOST

A bank, we all know, is a place where you can deposit or withdraw money. There are also food banks, blood banks and organ banks too. There is another kind of bank that's especially important to people who work in the field of after-school care. It's called a "knowledge bank." A knowledge bank is a place where you can deposit and withdraw knowledge. The kind of knowledge you need to do good work with after-school program children and youth.

The depth and quality of the knowledge banks of program staff often correlate with both the quality of an after-school program and the kinds of technical assistance and staff development needed. Knowledge banks are usually in an individual's head; however, they can be found in staff's memories, or even in the youth in the program.

In the heat of day-to-day decision making, when one or more of these bank accounts are low due to inexperience, misinformation, or lack of training, the provider is left trying to withdraw from an incomplete, under-nourished resource content pool.

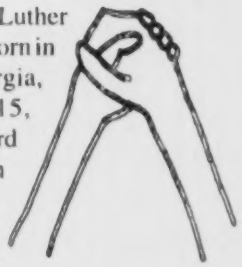
Assisting the improvement of the quality of staff's ability to meet children's needs, choosing appropriate activities, or developing a program may be as simple as nourishing one or more of these knowledge banks. Deposits into these banks can initially be made through the efforts of the staff themselves, through course work, training, curriculum booklets and by seeking the advice of experts on selected questions. Technical advisors can supplement this effort and enable knowledge deposits to be made in one or more of each of the following banks.

Understanding Child & Youth Development Bank

- Developmental stages of growth and behavior

(Continued on page 7)

MLK Day



Dr. Martin Luther King, Jr. was born in Atlanta, Georgia, on January 15, 1929. The third Monday in January is the official federal holiday honoring this Civil Rights leader and clergyman. In 1964, King received the Nobel Peace Prize for his leadership in attempting to bring about social, political, and economic equality for African Americans through nonviolent means.

King derived his philosophy of nonviolence from the teachings of Christianity, Henry Thoreau's social writings, and the civil disobedience methods employed by the Indian leader, Mahatma Gandhi.

Some suggestions for discussion activities with your children:

- Listen to a tape or recording of Martin Luther King giving his "I Have a Dream" speech, in 1963, at the march on Washington.
- Talk about what dream they have to make the world better. Ask them to illustrate that dream. Ask them why it is important for us to have dreams to make things better.
- Ask, *"What makes a hero?"*; *"What did Dr. King want to change in the United States?"*; and *"What can we can do today to help make the world a better place?"* Create a bulletin board with artwork describing your answers.
- Discuss the significance of the Nobel Peace Prize. Award each of your students a "Peace Prize" for their work toward getting along well with others or finding peaceful solutions to conflicts.

Celebrate Food!

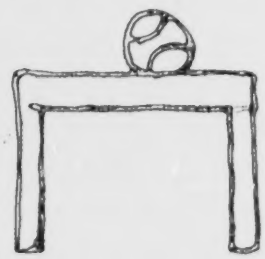
January contains an unusual amount of "national" days celebrating various types of food. Some, like *National Pie Day* (23) *and National Whipped Cream Day* (5) seem to go together. Try celebrating *Bean Day* (6), *cheese day* (22) and *corn chip day* (29) together and serve nachos for snack. If you serve them on January 16th, you could also celebrate and recognize *Spicy International Food Day*! The entire month is dedicated to *Soup* and *Bread Machines* – try making a program cookbook of favorite soup recipes! Invent some new ones!

Other foods you could serve for snack include (and these are just a few of the possibilities!):

- *Spaghetti Day* (4)
- *Popcorn Day* (19)
- *Fig Newton Day* (16)
- *Granola Bar Day* (21)
- *Peanut Butter Day* (24)
- *Blueberry Pancake Day* (28)

Don't get carried away, January is also *"National Diet Month."*

Table Top Baseball



This game can be played by two people (or more if you divide into two teams). No baseball is needed! All you need is a quarter and a smooth table. Have opposing teams sit across the table from each other. The team "at bat" tries to slide the quarter across the table to get it as close to the edge as possible without falling off. If it lands within three finger-widths of the edge, it is considered hitting a single, two finger-widths equals a double and one finger width is a triple. If the quarter is hanging off the edge of the table, it is a home run.

A "strike" happens when the quarter stops too far from the edge to be considered a base hit. If it falls off the table, it is considered an out. As in traditional baseball, three strikes and you're out. Three outs and the other team is at bat.

More About January!

January 31st is **National School Nurse Day.** Have the children create appreciation cards or a gift of artwork to beautify the Nurse's office and recognize this very important member of the school staff team.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Cara Gordon-Gillis* of Boston MA. Illustrations by *Julie Sorenson* of Londonderry NH.

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

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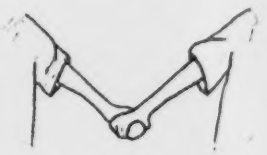
JANUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NEW YEAR'S TRADITIONS	The Scottish song, "Auld Lang Syne," is sung at the stroke of midnight on New Year's Eve. The title means "old long ago," or simply, "the good old days." Learn the words to this traditional song.	In many cultures, people greet the New Year by making lots of noise – cheering, blowing horns, etc. Create your own noisemakers and have a parade!	In China, houses are cleaned, old clothes are thrown out and debts are settled. Spend a day cleaning and organizing your program space. Make it a party!	In many cultures, people promise to better themselves in the new year. Have each child write their "resolution" for the new year on a large poster to display in your program.	Traditional New Year foods are also thought to bring luck. Many parts of the U.S. celebrate the new year by consuming black-eyed peas. Serve this traditional dish for snack.
WHAT'S THAT SMELL?	Bake bread or pretzels in your program. Studies have shown that the smell of bread (and cinnamon) has a calming effect on people. Give it a try the next rainy day!	Conduct a "smell test" and see who has the best nose in the program. Blindfold the contestants and have them identify 10 "smells."	Make a scented picture by gluing different spices onto heavy paper. Cinnamon, coffee grounds, and cloves also create interesting textures on a work of art.	Make soap-balls. Grate inexpensive bars of unscented soap and add a few drops of water and a few drops of essential oil and shape into balls (like clay).	Make "car freshener" by glueing pieces of felt to form a small pillow. Fill with cotton scented with essential oils. Attach a ribbon loop to hang the pillow from your rear view mirror.
AMERICANA	Both the Rose Bowl and the Super Bowl are both in January. Cheer for your team with face paint, crazy balloon hats (in your favorite team colors), etc.	Betsy Ross, Paul Revere, & Ben Franklin were all born in the month of January. Learn about their lives – create a skit or bulletin board to describe their contributions to our country.	Ellis Island was first opened in Jan. 1892. Check out their fantastic web page at www.ellisislandrecords.org. Can anyone in your program find a record of a relative ?	Rock-n-Roll! Elvis Presley would celebrate his birthday on January 8th. Have an "Elvis Day" with impersonations, fried peanut butter and banana sandwiches and Elvis movies.	With red, white & blue uniforms, the Harlem Globetrotters started Jan. of 1927. Visit www.harlemglobetrotters.com to learn more about this talented and entertaining team. Can you copy their moves?
CREATIVE WRITING	JRR Tolkien was born in Jan. 1892. Spend an hour at the end of each day reading "The Hobbit" out loud. You'll be surprised how many school-age children enjoy listening to a good book.	The 1st comic book to include "Superman" was in January of 1938. Have the children develop their own super-heros and create their own comic strip or comic book.	Create a "picture story." Have the children select pictures from magazines & put them together to tell a story. Next, rearrange the pictures & tell a new story. How many different stories can you create from the same set of pictures?	The character of Sherlock Holmes was born on January 6th. Everyone loves a mystery. Write and perform a play with a twist ending.	Lewis Carroll was born on January 27, 1832. Celebrate his famous book, *Alice in Wonderland* by having a tea party today – the sillier the better!
BEAUTY AND FASHION	January is National Careers in Cosmetology Month. Expand upon this theme and explore the world of beauty and fashion.	Hair-Do day. Provide plastic combs (one for each child), beads, pipe-cleaners, elastics, etc. Hair products should be easily removable in one shampoo at home. Take before & after photos.	Nail Salon: If you are going to paint fingernails, be sure to get parental consent. Less troublesome, try designing fancy "nail artwork" on paper hands.	Visit a local Beauty School. Students can talk to your group about healthy skin & hair care and practice doing fancy hairstyles (braids and such, no haircuts please!) on the "models."	Using simple materials (plastic garbage bags, duct tape, and scissors) try designing some "fashions of the future." End with a fashion show with music and everything.
WORLD OF BASEBALL	The American Baseball League was established on January 29, 1900. Who is your favorite team? How many famous Baseball Stadiums can you name?	Play Table Top Baseball! Have a tournament (the World Series maybe?) in your program. See the directions on the facing page.	Jackie Robinson was born on January 31, 1919. Learn more about this talented African American who opened the door for other players and helped make the sport what it is today.	Invent your own variation of this great game. Try Frisbee baseball (the frisbee was also introduced in January!) or "Backwards Beach Ball Baseball."	Have a program wide Baseball Card Hunt. Purchase cards in bulk & hide them around the playground. Kids can compare, collect and trade cards . . . and possibly start a new hobby!

The Question of Multiculturalism:
Creating Responsible Citizens

by Caulyne Burton, Managing Editor



In an era with multiple *-isms* many people ask why multiculturalism is important in schools and after-school programs. In areas where the population is very homogeneous, why should educators make an effort to show something that is not the 'norm' in the area? Writer Lunn McBrien recently asked these questions and others to Dr. James A. Banks, the director of the Center for Multicultural Education at the University of Washington, Seattle. He has written the book, "Educating Citizens in a Multicultural Society."

Creating Citizens

One approach to multicultural education is to think about it in terms of "creating responsible citizens," says Banks. With the changing demographics of the U.S., especially the growing immigration of those from Asia and Latin America, "the [Census] Bureau predicts that by 2050, nearly one half of the U.S. population will be people of color. In order to live in unity, we must rethink our idea of America."

Banks continues, "What makes a person German in Germany, or Japanese in Japan, is blood. What makes a person American is a set of ideals. We must continue to be a people of ideals, a land welcoming of all ethnic groups." The whole world is moving towards this view of citizenship, however, as groups migrate all over the globe.

Dr. Banks encourages educators to find new ways of looking at and teaching history in order to tell the whole story of what America is. "What is a 'pioneer' to a Lakota-Sioux? What does 'westward expansion' mean to Mexican Americans and Alaskans? We must teach our students to know, to care, and to act responsibly by introducing them to many perspectives."

... empower children to see a world filled with opportunities and friends...

Hidden Diversities

Examine your community closely. If you feel that you have no 'cultural issues' in your community, look beyond the ethnic or language differences. Banks reminds us that there are some prejudices against white ethnic groups. "One of my neighbors is Polish American. She told her children not to tell anyone at school that they were part Polish because she didn't want them to be teased. I can't exactly say to my kids, 'Now, don't tell anyone at school you're black!' These hidden diversities can be a springboard for people to think about the need for multicultural acceptance."

In Your Program

Bring diversity into your program by exploring the cultural traditions of those in the program. Religion, ethnicity, language, etc. are all points to explore. Bring in guest speakers of different ethnic groups. They need not talk about what makes them different, but what makes them a member of the larger community. When you can, invite an Asian-American fire fighter or an African-American doctor as a speaker. Show the diversity that exists in the world so that children can learn to avoid stereotyping. Banks suggests that we all show "films that accurately deal with racial issues, [take children] to museums and to concerts where they can learn about and appreciate the styles of other cultures."

By creating responsible citizens who are curious about the world and people around them, we empower children to see a world filled with opportunities and friends, as well as a multitude of viewpoints and perspectives. What better gift can you give to a child?

After September 11th

In the wake of the tragedies of September 11th and the military conflict in Afghanistan, it is more important than ever to communicate to children that you can not tell that a person is a 'bad person' by looking at them. The actions of a small group should not reflect on all of those of Middle Eastern descent. Help children avoid such misconceptions by encouraging parents to communicate openly with their children about multicultural issues and present positive images within your program.

Update: Lights On Afterschool

Arnold Schwarzenegger was recently named as the National Chair of the Afterschool Alliance's annual Lights On Afterschool! Program. The coast-to-coast event takes place each October and brings together students, parents, community leaders and others at after-school programs nationwide. "The hours after school are when kids are most susceptible to negative influences and I have seen first hand the unbelieveable difference it makes when a child has a safe place to go after the school day ends," Schwarzenegger said. "These programs enrich students, support families and make our nation stronger. Lights On Afterschool! provides an incredible chance to show our support of these programs and it is our responsibility to ensure that every child in this country has a great afterschool program to call their own."

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Knowledge Banks

(continued from page 3)

- Age characteristics
- Cultural factors for development and behavior
- Developmental needs and interests

Content Knowledge Bank

- What the adult knows in depth
- Topics of interest
- Areas of expertise

Activities/Topics of Interest to Youth Bank

- Things that can be done with children and youth
- Knowledge of how to choose the activity best for the circumstances

'How to do an Activity' Bank (Pedagogy)

- A sense of how to introduce, build interest, begin, facilitate, continue, extend and conclude activities, projects, or long term studies.

Assessment, Evaluation, Outcomes & Documentation Bank

- Planning, collecting & determining links between activities and outcomes on the youth's part.
- Adjusting activity choices, teaching techniques, content knowledge to accommodate to the assessment.
- Collecting, displaying, analyzing for developmental changes in youth's ability.

Tips for Technical Advisors: Program Observations & Initial Assessments

Administrators or technical advisors to after-school programs are often in the most objective position to help with the development of knowledge banks.
In order to provide help:

- Spend time visiting and getting to know the staff and their program by observing their day-to-day decision making by making "withdrawals" from each of these banks.
- Look for and make notes on things you see that tell you about the depth of each staff member's 5 banks.
- Alert the staff as to what you are looking for. They can demonstrate their knowledge.

Staff can make initial assessments of a program by remembering to:

- Collect examples of how the program, environment, schedule, or staff attends to any of the child and youth development components described in the bank title.
- Collect examples that reveal staff's own apparent personal interests, content passions or past experiences.
- Collect examples by looking at past & present curriculum plans to reveal variety, relevance, or appropriateness of the activities being offered, or the adult's skill and ability to match activities to the children and youth.
- Collect stories that suggest quality of interaction between adults & children or youth. This includes the ways adults introduce activities, facilitate the ones underway, and extend them over time.
- Collect examples of assessment, evaluation, documentation or outcome determination.

After Making Your Assessment:

- Share observations with staff. Give them a chance to correct, explain or elaborate on observations to ensure understanding the full picture.
- Ask staff to prioritize banks they want help developing through trainings or modeling.
- Deposits can be content (or bank) specific training experiences, one-on-one coaching, connecting staff to resources, or trips to other programs which model the experience or knowledge needed most.
- Think back on initial observations as a "pre-technical base line," and notice over time how your deposits improve staff's effectiveness.

Alexander is a Project Associate at the National Institute on Out-Of-School Time. Contact NIOST at 781-283-3358 or at ***www.niost.org****.*

Travel Fears Doom Older Kids Conference

by Rich Scofield, Editor

The Florida School Age Child Care Coalition (FSACCC) canceled the 2001 National Older Kids Conference and the 2001 FSACCC State Conference that were to be held October 25 – 27, 2001 in Palm Beach. The events of September 11th had almost completely stopped registrations. When the weekend of October 6th came, with the first anthrax death in Boca Raton (near Palm Beach) and the beginning of U.S. bombing in Afghanistan on the 7th, the cancellations were fast and furious. The Older Kids Conference was down to only 128 registrations, including presenters, just 16 days before the conference. It was then that the planners first notified the after-school community through listservs of the cancellations.

FSACCC had creatively planned to hold the two conferences in adjoining hotels and share marketing and other expenses as well as combining exhibits. At this point they probably will not reschedule the conference. The next Older Kids Conference is already scheduled in Chicago for September 2002. There is discussion of filling the void created with more on "older kids" at the NSACA (National School-Age Care Alliance) Conference in Memphis, Tennessee March 7-9.

Will these travel fears affect the NSACA conference in Memphis? We don't think so. Traveling by air is now one of the safest ways to travel. If you haven't received a preliminary program, call 800-606-0061. The program and registration is also available at www.nsaca.org.

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RESOURCES

CCIE World Forum

Join Child Care Information Exchange's World Forum in Auckland, New Zealand, April 9-12, 2002. Connect with colleagues in child care from around the world.

Topics range from 'Power of Community Organizations' and 'Children's Rights' to 'Working in Rural Settings' and 'Curriculum Options and Learning.' There is a school-age child care track.

For more information, visit:

www.ChildCareExchange.com

Teaching Strategies

The new 2002 Teaching Strategies catalog is available. Get yours by calling 800-637-3652 or visit them online at:

www.teachingstrategies.com

Recreation Catalog

"Books That Matter," a catalog available from Venture Publishing, Inc., carries resources for recreation and leisure studies, activity programming, and private, public, and commercial recreation. Many of the therapeutic recreation resources could be adapted for school-agers. There are also several game resources. For a catalog, visit them online at:

www.venturepublish.com

Cultural Cookbooks

For those of you wanting to explore the world through ethnic foods, Oryx Press is offering several different cookbooks. "The American Ethnic Cookbook for Students" and "Multicultural Bookbook of Life-Cycle Celebrations" are just two of the titles. For more information, visit:

www.oryxpress.com

SAC CONFERENCES

MIDDLE SCHOOL January 10-12, 2002
2nd Annual Middle School Conference, San Francisco
Contact: 415-957-9775 or www.calsac.org

WISCONSIN February 1-2, 2001 **NEW!**
WSACAConference, Oconomowoc
Contact: Stacy Randall 608-758-8721

CALIFORNIA Feb. 23, 2002 **NEW!**
CalSac North Coast Reg., Fortuna
Contact: Brian Lovell 707-826-1915 or blovell@northcoast.com

NATIONAL March 7-9, 2002 **NEW!**
14th Annual NSACA Conference, Memphis, TN
Contact: 800-606-0061, www.nsaca.org

MASSACHUSETTS April 5-6, 2002
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

CALIFORNIA April 11-13, 2002 **NEW!**
20th Annual California SAC, Universal City Sheraton
Contact: 415-957-9775, www.calsac.org

WEST VIRGINIA April 15-17, 2002 **NEW!**
WV School Day Plus, Group 1, Backwater State Park
WEST VIRGINIA April 17-19, 2002 **NEW!**
WV School Day Plus, Group 2, Pipestream
Contact: alyorcena@childcarechoices.com, or call Alycia at 419-468-7581

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

Volume XXII #5 The Newsletter for School-Age Care Professionals January 2002

School-Age NOTES

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How Many After-School Programs in Public Schools?

Principal's Survey Adds Confusion

by Rich Scofield, Editor

A survey by the National Association of Elementary School Principals (NAESP) suggests a dramatic increase in schools providing "a before-school or an after-school program for students," perhaps most realistically defined as including both after-school programs (child care or safe harbors) and programs after school (activities such as sports and tutoring, meeting 1-4 times a week). The national survey of 800 principals of public schools with grades pre-k/kindergarten through 8th was conducted by telephone last spring. Half of the interviewees were NAESP members and the other half were not.

At first the statistics didn't make sense. The survey claimed that 66.5% (532 of 800) of principals surveyed had before-school or after-school programs in their schools or districts, and 95% of those had a program on-site in their schools. A rough projection of a total number of after-school programs in public schools could be achieved by taking 66.5% of approximately 52,000 elementary schools and 11,000 middle schools. This yields a projection of about 42,000 public school programs. This would triple the number of programs found ten years ago in the extensive U.S. Dept. of Education study of before- and after-school programs in 1991 which said that 14,000 of 50,000 programs were in public schools.

Several thousand 21st Century Community Learning Centers (21st CCLC) started over the last 4 or 5 years couldn't account for a 28,000 program increase. In fact, in the NAESP survey, 27% of 203 principals who receive federal funding said they were a 21st CCLC. These 55 programs (6.9% of 800) projected nationally would be about 4,300 21st CCLC programs, a relatively accurate projection, but no where near a 28,000 increase.

Three private list rental companies compile public school and child care information every year. Two estimate 18,000 after-school programs in public schools; the other, 14,000. Numbers have been higher at times, but as Mike Wilson, of the Wilson Marketing Group, points out, they hone surveys to more accurately identify true after-school programs. NAESP numbers could be skewed for several reasons, but the most significant seems to be the days and hours the "programs" operate.

In the NAESP survey 29% of the programs closed by 4:30 or earlier and 37% were open 4 days or less. These would not seem to be after-school programs but rather programs or activities after school. Using the 62% of 532 programs that were open 5 days a week would yield about 26,000 programs nationally. This is more reasonable than 42,000.

The number of after-school programs in public schools, whether 18,000 or 26,000, is still far below the number of child-care centers with after-school programs-- about 43,000 out of 80,000 centers. Public schools, however, have larger enrollments than most child care centers. In 1991 public schools were only 28% of all programs, but comprised 35% of enrollment.

The NAESP survey did not distinguish between an after-school program and a program or activities after school. Until that definition is clarified, school surveys will continue to swing widely in their estimation of "after-school programs."

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The Blues, Elvis, & NSACA

All in Memphis March 7-9 Deadlines–Think Jan. 31

The 14th Annual Conference of the National School-Age Care Alliance (NSACA) is just two months away, which is six weeks earlier than in the past. This earlier date helps accommodate the office's "crunch" period for accrediting programs in April and May. Avoiding snow, future conferences may lean closer toward sunbelt sites.

Things to Do

Memphis is right on the Mississippi River, with the river's own museum on Mud Island, but it has many other tourist attractions. There's Beale St. (famous for the Blues); the National Civil Right's Museum at the Lorraine Motel (where Martin Luther King, Jr. was assasinated); Rendezvous Ribs (world-famous barbecue) and the Peabody Hotel (a conference hotel) famous for its marching ducks. All of these, and the convention center, are serviced by downtown antique trolleys rescued from eastern Europe. Graceland (Elvis Presley's home) is just a few miles down the road.

Memphis is easy to get to by interstate and is a hub for Northwest Airlines. And of course, there's a great slate of seminars, workshops, and program tours. This year, popular Leadership Day-type workshops on Thurs. will also be on Fri. and Sat.

Thursday

"Leaders" a.m. session and Leadership

(continued on page 7)

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Bringing the Olympic's Spirit Home:

Celebrating the Salt Lake City Winter Games in After-School Programs

by Kathy Carr

Bringing the Olympics to your after-school program not only provides recreational activities, but also creates an environment that celebrates a world-wide celebration in competition. By combining the National Quality Standards and the Olympics, after-school programs can greatly enhance the "winter" environment. This year, the Winter Olympics take place February 8th through the 24th in Salt Lake City.

Here are some ideas to help bring the Olympic spirit indoors to your after-school program.

Share the Symbols of the Olympics

The Salt Lake 2002 emblem for the Olympics is a snowflake with three colorful sections. Each color has meaning: yellow represents the "flame" and courage of the athletes; orange, the ancient weavings of Native Americans, reflecting the culture of the region; and blue/purple represents the snow-capped mountains, homage to the contrast of Utah's desert-to-mountain landscape. Let your school-agers create a symbol sculpture from clay or wood and have youth give meaning to the creation.

Create a Bingo Game

Use the events and their descriptions to make a bingo game.

Biathlon: combines cross-country skiing with precision shooting.

Curling: heavy stones slide across the ice towards a target.

Free-style Aerials: competitors on skis perform twists and flips mid-air.

Giant Slalom: skiers race down a steep course, weaving between 40-60 gates marked with rectangular flags.

Luge: competitors, laying on their backs with feet-first ride a sled down a track.

Nordic Combined: combines cross country skiing and ski jumping.

Skeleton: athletes ride head-first on a thin steel sled down hill on a bobsled track

Slalom: skiers weave through 55 – 75 tightly spaced gates marked with triangular flags.

Recreate "The Games" in Your Program

Hockey

You need scooters with wheels, hockey sticks, and a foam disk. Split into two teams, each with a goalie. Teams must be on a scooter and try to score a goal.

Speed Skating

Have your athletes wrap sheets of wax paper around their shoes and secure with masking tape. Carpeted areas work best. The wax paper will make your shoes slippery. Designate the area's boundaries. Youth race by simulating skating motions. No running! You can race as teams or individuals.

Curling

Using two brooms, a thick foam disk, and butcher paper, you too can curl! Roll out butcher paper on the floor, about 20 feet long, side by side for two teams. Have your school-agers begin at one end of the paper and move the disk along by "sweeping" the disk to the other end.

Luge

Have your school-agers lay on their stomachs on a skatboard, or other small rolling platform. Competitors can use only their hands to move the 'luge.'

Biathlon

Have the youth prepare their shoes with wax paper and tape, like in the speed-skating activity. Make a course on butcher paper, at the end of which, set up bowling pins. Competitors skate to the end of the course, bowl, and return to the start. Time these relays. The best score (including most pins down!) wins.

The Olympics provide a great opportunity to teach our youth the spirit of competition, respect for other cultures, and how to celebrate our Olympic heros. For additional resources, visit:

www.saltlake2002.com
or
www.uen.org/2002

Good luck, and let the games begin!

Kathy Carr resides in Wasatch County, and is a "Home Soldier" for the Hollow Olympic Venue. She is also a National School-Age Endorser and the current president of the Utah School-Age Alliance.

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Simple Field Trip Tips

by Cara Gordon-Gillis

I had just returned from the ***NIOST Summer Seminars*** in Boston where, somewhere in the gigantic stack of resources I collected, I found a small, bookmark-sized pamphlet from the National School-Age Care Alliance called ***"General Field Trip Safety Tips for an After-School Program".*** This handy little list contained safety tips and even a "shopping list" of things to have in your field trip first aid kit. Given the limited size of the bookmark, I decided to take the opportunity to expand this topic and share some of my favorite "Field Trip Tips."

The Checklist

Create a **Program Field Trip Checklist** that describes exactly what needs to be done before and after each trip. Individual programs will have different requirements, but in general they would include things like *verify transportation, charge cell phone battery,* and *gather entrance fees.* For a post-trip list, you would include things like *log behavior incidents,* and *return medications to the program first aid kit,* etc. We had our list printed on cardstock and laminated so we could write on and wipe off as needed.

Emergency Cards

Have a separate set of **emergency cards** to take on field trips. Trying to gather the cards from the children's files each time you leave the program is too much work (and then you have to make sure you put them all back correctly!) If you can store an extra set in a small binder, they never get lost and always stay in alphabetical order. Simply bringing a list of emergency phone numbers may not be enough . . . make sure your emergency card includes a copy of each child's signed medical release . . . in case you need to transport them directly to the hospital from an off-site location. Be sure to have sets of emergency cards for your staff also. If they get injured, you will need their phone numbers and medical information all in one place.

Program Rosters

To create quick lists of who is on the trip (or who is in each group while on a large trip) use pre-printed **program rosters**. Type up a list of every child in your program, in alphabetical order, and make a bunch of copies. When you need to create a list of children walking to the park, just highlight the ones you are taking. You don't need to spend time writing each child's name. When on a trip, be sure that each adult has an accurate list of who is in attendance and that a list remains back at the program site. Make the roster even more efficient and print the names of children requiring emergency medical equipment (like an inhaler for asthma or an epi-pen for allergies) in BOLD letters. When you highlight your list, you will be reminded to pack whatever it is they need.

Field Trip Pass

Make sure the children in your group know what to do if they get lost and equip them with the necessary information. We created a **"field trip pass"** for each child to carry in his or her pocket, or on a necklace under their shirts (so that children are not obvious targets if separated from the group). The pass was kept in a plastic "baseball card sleeve" so it wouldn't get crumpled and included change for the pay phone. On the card was printed information about the program (phone number) and instructions on what to do if you get separated from the group. Older children can follow the directions, younger children can give the card to a police officer or museum attendant, etc. Passes can be distributed at the beginning of the trip and collected at the end as children returned to the program.

First Aid Kit

In addition to the medical items in your **first aid kit**, be sure to include other things you may need while away from your program. Some suggestions include tissues, a permanent marker (for labeling lunch bags, souvenirs collected, etc.) an extra shoelace, some safety pins, and a paper and pencil. Extra plastic bags always come in handy, and you can never have enough of those individually packaged toilets. I also recommend (for field trips or anytime!) those individually wrapped detergent wipes for spills and stains on clothes. For a neat and organized kit, store pairs of latex gloves in empty film canisters – one pair per container - and be sure to label it.

Other Trip Tips

Other tips to make your trip more enjoyable include:

- Visit the site in advance whenever possible. Figure out where your group will eat lunch, where you will have your "emergency head count spot," where the bathrooms are located, etc.
- Determine in advance if the children will have an opportunity to shop– and let them know it. It seems like most destinations either sell food or gifts and sometimes the shopping becomes more of a focus than the actual trip. If you feel the children must shop, establish a spending limit, something small like a couple of dollars, enough for a postcard or something, but not too much that it will take forever to make a selection or be too much for some.
- Bring a supply of "transition games" to play on the bus or while waiting in line. Sometimes the trivia cards from a board game are just enough. Other suggestions include traditional games like "I spy" and the "Alphabet" game that require no extra materials.

I recommend getting a copy of the Field Trip bookmark from NSACA as it contains important reminders about head-counts, buddy checks, and never allowing a child to go into a public bathroom alone. Try calling NSACA at *(617) 298-5012* or emailing them at *staff@nsaca.org.* Field trips are an important part of after-school programs, they provide learning opportunities and can be the setting for many new adventures. Remember the saying, *prior planning prevents poor performance,* and plan ahead for a safe, fun-filled experience!

Cara Gordon-Gillis works with children and families in the Boston, MA Mayor's Office. She is a regualr contributor to SAN.

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Black History Month

Research and make a list of African-American inventors and what they invented. Make a collage of all of the different items.

How to Play "OWARE"

(OWARE is similar to Mankala, p. 90 of *Juba This & Juba That)*

What you need:

- 48 small, smooth stones or beans
- Egg carton or 12-cup muffin tin

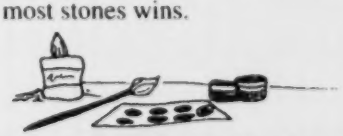
Objective:

To be the player with the most stones in your bank at the end of the game.

How to Play:

Begin with 4 beans in the bottom of each cup. The first player picks up all of the stones from any cup and, beginning with the one to the right of it, drops one stone into each successive cup. After they drop the last stone in the cup, the first player picks up all of the stones in THAT cup and continues to drop one in each consecutive cup. The first player's turn ends when they put the last seed in an empty cup. (This player has the longest turn first.)

The second player chooses any cup of stones and begins a turn exactly like the first's. A player scores when they drop the last stone in a cup with three others, making 4 stones in a cup. They can then take those four stones and put them in their 'bank' and gain points. If the player who gets the next to the last four stones on the board gets all of them left. The player who has accumulated the most stones wins.



Make and Decorate Your Own OWARE Board.

1. Remove the lid from an egg carton and paste it underneath the egg portion of the carton.
2. Cut two separate egg sections and staple one on each end of the carton.
3. Paint the game board brown—or better yet, red black and green.
4. After the paint has dried, decorate it with African figureheads, beads or Kwanzaa symbols. You can staple decorations to the board. Older artists may want to paint the inside of the eggcups.

Design a postage stamp:

Because February is Black History Month, celebrate by designing a postage stamp that honors some of the African Americans that have helped shape American history.

International Friendship Month

During this 'friend-filled' month, encourage school-agers to:

- Make a friendship poster with the names of everyone in the program. Add a collage of pictures.

- Draw a picture of their best friend.

- Make friendship cards to give to friends and family.

- Talk to school-agers about what makes a good friend, ways to make friends. Write all of these down and make a wall chart about friendship.

- Why do we call dogs "man's best friend"? Can a pet be a best friend? Write a story about you and a friend, even if it is an animal.

Valentine's Day

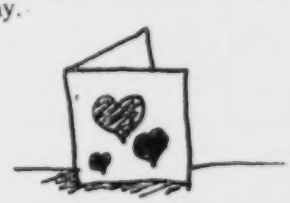
February 14th is Valentine's Day. Read ***Froggy's First Kiss*** by Jonathan London.

Make Puffy Hearts

You need white school glue, shaving cream, red tempera paint. Mix these together and have school-agers finger paint heart motif's on paper. When dry, cut out the pretty, puffy hearts.

Love Cards

Give each child an index card. Let them write on it and decorate it and send it home in an envelope so it can be mailed to a friend or loved one far away.



"I Love You"

Learn to say I love you in different languages.

French: Je vous aime
Arabic: Ana Bahebic
Ibgo: (Nigeria) Ahurum gi n'anya

What are some other languages you can say it in?

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *June Elsbury* of Portland, TX. Illustrations by *Julie Sorenson* of Londonderry, NH.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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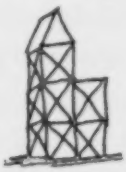
FEBRUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
CHINESE NEW YEAR	Chinese New Year is Feb. 5. Create "firecrackers" using black paper, glue and different colors of glitter.	Show children pictures of dragons from different cultures. Explain that Chinese dragons are seen as helpful creatures.	Have children make dragon puppets from small sacks. Cut out rectangles for 'scales' and glue them all over. Add horns and teeth.	Line up, putting hands on the shoulders of the person in front of you. The 1st person is the head, the last is the tail. Have the head try to catch the tail without breaking the chain.	Cut paper to fit inside a shoebox. Add black and red paint and a few marbles inside. Put the lid on and roll the marbles around. Each painting will be different.
100	Make a mural of 100 handprints, both children and teachers to celebrate 100 years of school.	Ask each child to bring in 100 pennies. Donate to charity/ fundraiser of the children's choice.	What can you make with 100 toothpicks? 	Put 100 ice cubes in a clear containers. Guess where the water line will be when they melt.	Blow up 100 balloons. Tie each with a piece of string. Imagine that they are filled with helium. If you let them go, where would they go?
RAINY DAYS	Children close their eyes, while you make a sound, then try to guess it. Ex: tearing paper, rattle keys, bounce a ball, snapping fingers, etc.	Mirrored movements. Encourage children to mirror your movements. Once they understand the game, partner them off.	Eyes closed in a circle, the person in the middle changes something about their appearance. (Untie a shoe, roll up a sleeve, etc). The others guess what's different.	Put on music and distribute scarves and let them dance, or give them art supplies so they can color to the music.	How many words can you make from the letters in RAINY DAY ACTIVITIES.
WASHINGTON & LINCOLN	George Washington's Birthday is Feb 22nd. Use a lunch sack (with one of the sides cut off) and glue white packing-peanuts in rows to make a Washington wig.	Make coin rubbings with pencils or crayons and cut them out. Make presidential silhouettes and glue on coin cutouts. Mount on black paper.	See how many drops of water you can get on different coins with an eyedropper. Make a graph of group results.	Give each child a penny. Toss it and record each time the penny lands on heads or tails by coloring a square on a chart. First to fill one column wins.	Gather sticks and glue them to paper to make Lincoln log cabins. Use plastic wrap for windows.
FEBRUARY MOMENTS	Baseball player George Herman "Babe" Ruth was born Feb. 6, 1895. How many sports stars can you brainstorm in 5 minutes? Why were they stars?	On Feb. 9, 1964, Arthur Ashe became the first African American on the US Davis Cup tennis team. Draw a tennis trophy.	On Feb. 10, 1933, the first singing telegram was delivered. Write down a message you'd like to sing to someone.	The planet Pluto was discovered Feb. 18, 1930 by Clyde W. Tombaugh. Write about things that you see when you look up at the sky.	Aviator Ruth Rowland Nichols was born on February 23, 1901. On a globe, find the countries that you would like to visit if you were an aviator.
BIRDS OF A FEATHER	Feb. is Bird Feeding Month. Tie a pencil on the end of a length of yarn. String o-shaped cereal on the yarn, remove the pencil & tie the ends together. Hang outside.	Visit a bird sanctuary or have a bird owner visit your class with their pet.	Cut out different types of birds from magazines. Glue to paper for a Birds of a Feather collage. Who can name the most birds once finished?	Decorate an egg carton top. Staple string to each corner. Gather in the center and knot. Fill with birdseed and hang outside.	Glue paper tubes together to make binoculars, add yarn for a neck-loop. Bird watch outside, or bring in real binoculars for children to take turns with.

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Homework: How Much is Too Much?

by Caulyne Burton, Managing Editor

Editor's Note: Last spring in his kindergarten class, my grandson had 45 minutes or more of homework, 5 days a week. I wish I had been armed with the PTA and NEA endorsed Ten Minute Rule.

Even if your program has only a homework table tucked in a corner, this issue greatly effects your school-agers and their families. Arm your parents with information about the value of homework so that they can approach teachers and schools.

"... homework denies access to leisure time and community activities."

Proponents claim that homework increases retention and understanding of material and builds discipline and responsibility. Homework can provide enrichment opportunities and involve parents in the academic process. "Others say that homework denies access to leisure time and community activities." Academic pressures may lead to cheating or copying under pressure to complete assignments. Students in low-income families may not have access to a quiet, well-lit place, or may have economic responsibilities after school. The value of homework itself is in question, nevermind how much is appropriate.

"For elementary school students, the effect of homework on achievement is trivial, if it exists at all."

A recent study, reported in *Educational Leadership* in April 2001, stated, "For elementary school students, the effect of homework on achievement is trivial, if it exists at all." The study indicated "that younger students have limited attention spans, or more specifically, limited abilities to tune out distractions... Also, younger students have not yet learned proper study skills. They don't know how to apportion their time between easy and hard tasks or how to engage in effective self-testing."

Therefore, educators should not expect homework to improve test scores. Looking at performance levels and the amount of time spent on homework, it is not until junior high that assignments lasting one or two hours correlate with increased achievement. After which it does not improve. High school students, it seems, continue to make progress beyond this time. Those that compiled the results admit however that even in high school, students would reach a point of diminishing returns.

"Most educators agree that for children in grades K-2, homework is most effective when it does not exceed 10-20 minutes a day..."

Harris Cooper, Chair of the Department of Psychological Services at the University of Missouri-Columbia suggests the following be used as guidelines when discussing homework.

State the rationale. *Districts need to state clearly the broad rationale for homework, why it is often mandatory, and what the general time requirements ought to be... Teachers need to adopt classroom policies that outline what is expected of students and why.*

Assign homework. *The amount and type of homework... should depend on their developmental level and the quality of support at home. In a guide for parents, the National Parent Teacher Assn. and the National Education Assn. (2000) state, 'Most educators agree that for children in grades K-2, homework is most effective when it does not exceed 10-20 minutes each day; older children, in grades 3-6, can handle 30-60 minutes a day.' Educators often refer to this as the Ten Minute Rule, or 10 multiplied by the students grade level... If educators and parents expect homework far out of line with these recommendations to result in big gains in test scores, they are likely to be disappointed.*

Why should homework be assigned at all, then? "In the primary grades, homework can help younger students develop good study habits and grow as their cognitive capacities mature." It also brings learning into everyday life, apart from school, increases self-esteem, and allows parents to see what is going on at school. To achieve these outcomes, however, the homework should be short and lead to successful experiences.

"Homework should be one of several approaches we use, along with soccer and scouts, to show our children that learning takes place everywhere..."

"Homework should be one of several approaches we use, along with soccer and scouts, to show our children that learning takes place everywhere... To avoid the negative effects, flexible homework policies should let individual schools and teachers take into account the unique needs and circumstances of their students. School districts, teachers, and parents should avoid the extremes."

Harris Cooper's article *Homework for All—in Moderation* appeared in the April 2001 issue of *Educational Leadership*.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondant for SAN. This report is written exclusively for SAN readers.

Federal funding for public housing activities comes in a different form this year. In the past, Congress earmarked this funding for anti-drug activities and grantees could use the funds for school-age activities that gave children drug-free alternatives.

Congress passed a bill for Housing & Urban Development, the Corp. for National & Community Service (CNCS) dropping the specific anti-drug programs. But that doesn't mean that public housing authorities can't use their funding for school-age programs.

Congress consolidated the funding into the $3.5 billion Public Housing Operating Fund. While Congress didn't specify that monies go to school-age projects, it allows authorities to spend as much–or as little–as they wanted. Theoretically, each could fund school-age activities if persuaded of the need. Over the last 6 years, the funding has started about 1,000 new Boys & Girls Clubs for public housing children.

The legislation give $5 billion for the Community Development Fund, most goes to states and the rest to Indian tribes and other earmarks. States could build school-age centers with this funding.

Community service funding will remain about the same. Congress approved $411 million for CNCS funding including $240 million for AmeriCorps Grants. CNCS will give out $47 million of the total directly, while the rest goes to state commissions for volunteer projects, including those involving school-age activities. The E-Corps, creating Internet access and programs for youth outside school hours, received $25. Congress earmarked $2.5 million for the YMCA.

Congress passed an appropriations bill for the Justice Department, earmarking $70 million for Boys & Girls Clubs out of the Local Law Enforcement Block Grant.

The bill also funds Juvenile Justice Programs which can involve preventative school-age activities. States get $88 million by formula, and $58 million goes to discretionary projects. The Youth Gangs Program gets $12 million and Juvenile Mentoring $16 million, with $5 million of that for Big Brothers/Big Sisters of America.

Finally, under the Treasury Department appropriations bill, $13 million goes to the Gang Resistance Education & Training Program for police departments to work with school-age programs.

NSACA

(continued from front page)

Day panel will look at the question: "What is meant by learning in out-of-school time programs?" The p.m. session will "Dive into Research" on evaluation research and developmental outcomes for kids in SAC. "Emerging leaders" in the a.m. session will cover "Supervisory Skills" for new site directors, and will hear from new leaders in the field about the opportunities in the field and the "politics" of working with people in the p.m. Program tours are free, first come, first serve sign-ups for full conference registrants.

Keynotes & Workshops

Melba Beals, former NBC TVreporter and civil rights heroine, will deliver Friday's keynote, and well-known educator Mimi Bodsky Chenfeld will lead an active, fun, music-movement and informative keynote on Saturday.

Workshops include multi-site management; staff development; summer programming; multicultural activities; older kids; discipline strategies; quality and accreditation; program evaluation. Also, 60 minute, mini-sessions, "Jam Sessions" cover literacy, summer, crafts, field trips, and resources for food. In addition,there will be the Computer Lab, Round-Table Discussions, and an Exhibitor Showcase in workshop format with arts and crafts, math and science and games.

Optional Events

Optional events include Friday night's 7-10 p.m. old-fashioned Rock and Roll Sock Hop in the Skyway atop the Peabody Hotel, sponsored by the state affiliate, TennSACA. (Registration for this is separate from NSACA registration.) Saturday night there will be a Masquerade Ball in the Peabody Ballroom. Both events have additional fees.

Deadlines- Think Jan. 31

- Guarenteed hotel room rates before Feb. 4th. Reserve early!
- Early Discount Pre-Registration full-payment must be in by Feb.7
- Mail Preregistration by Purchase Order, postmarked by Feb. 7
- Mail Preregistration by Credit Card or Check, postmarked Feb. 22
- Credit Card Preregistration on-line or by fax closes Feb. 27

Information

The best place to register and get program information as well as hotel and travel discount info is on-line at **www.nsaca.org**. If you did not get a preliminary conference program last fall, call 800-606-0061.

SAC CONFERENCES

MIDDLE SCHOOL January 10-12, 2002
2nd Annual Middle School Conference, San Francisco
Contact: 415-957-9775 or www.calsac.org

WISCONSIN February 1-2, 2002
WSACAConference, Oconomowoc
Contact: Stacy Randall 608-758-8721

MINNESOTA February 1-2, 2002 **NEW!**
MnSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson 651-290-6277

ARIZONA February 9, 2002 **CHANGE!**
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370
wtolbert@pvusd.k12.az.us

CALIFORNIA Feb. 23, 2002
CalSac North Coast Reg., Fortuna
Contact: Brian Lovell 707-826-1915 or
blovell@northcoast.com

NATIONAL March 7-9, 2002
14th Annual NSACA Conference, Memphis, TN
Contact: 800-606-0061, www.nsaca.org

MASSACHUSETTS April 5-6, 2002
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

CALIFORNIA April 11-13, 2002
20th Annual California SAC, Universal City Sheraton
Contact: 415-957-9775, www.calsac.org

WEST VIRGINIA April 15-17, 2002
WV School Day Plus, Group 1, Backwater State Park
WEST VIRGINIA April 17-19, 2002
WV School Day Plus, Group 2, Pipestream
Contact: alyorcena@childcarechoices.com, or call Alycia at 419-468-7581

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

YALE UNIVERSITY July 15-17, 2002 **NEW!**
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or
www.yale.edu/21c/train/conf/conf.html

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RESOURCES

Black Calendar

The National Black Child Development Institute once again is offering their Calendar of Black Children. The calendar features historical facts saluting four centuries of African American achievement, as well as poetry and guiding words to encourage children and provide positive images. The calendars are $12.00 plus $1.75 shipping and handling. Call NBCDI at 202-833-2220 to order.

Southern EC

The Southern Early Childhood Association (SECA) will hold its conference March 21-23, 2002 at the Myriad Convention Center in Oklahoma City. Keynote speakers include Stephen Fite, Donald David and Dr. Charles Figley. For more information contact SECA at 800-305-7322 or **www.SouthernEarlyChildhood.org**

Nature Curriculum

The National Wildlife Federation has developed an inclusive habitat-based curriculum for children, with or without disabilities. Each of the 45 hands-on activities includes adaptations for those with hearing, learning/cognitive, motor and visual diabilities, allowing educators to engage students with disabilities alongside their peers without disabilities. Through activities, children gain a sense of environmental responsibility, empowerment and action through a conservation project.

The Access Nature program (300 pages) is $39.95 for over 60 hours of habitat-based activities. Other features include alignment with National Science Education Standards, general disability-related teaching guidelines, and a disability-related resource section. To order a copy of Access Nature from the National Wildlife Federation, call (716) 438-6317.

Wildlife Week

April 22-28 is National Wildlife Week, which emphasizes the importance of connecting with the natural world. Access online activities at: **www.nwf.org/nationalwildlifeweek/**

To order a free poster visit the website or call 703-438-6000.

Black History Month

Here are just a few web sites to get you started. We'll have more next month.

Berit's Best Black History Sites:
www.beritsbest.com/HolidaySeasons/BlackHistoryMonth/index.shtml

Canadian African Heritage Month
www.dal.ca/~acswww/dalbh.html

Encyclopedia Britannica
blackhistory.eb.com

Afro-America Kid's Zone
www.afroam.org/children/children.html

Volume XXII #6 The Newsletter for School-Age Care Professionals February 2002

School-Age NOTES

ISSN0278-3126 © 2002 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

YMCA's and School-Age Care: Curriculum and Programming

by Barbara Taylor, YMCA

The after-school field is changing rapidly and YMCAs, like other school-age care providers, struggle to develop and define relevant curriculum. YMCA directors report that parents and school personnel have higher expectations, school-age care and after-school professionals have become more sophisticated and are better at articulating their program activities and outcomes; and young and often inexperienced school-age care site directors and group leaders need help. They know that their programs must be more than fun and recreational, but they aren't sure where to begin.

YMCA's and SAC

In 1982, the YMCA of the USA made its first attempt to help school-age care staff plan curriculum. It published the *YMCA School-Age Care Child Care* manual, which included a day-by-day, month-by-month curriculum of activities for after-school programs. However, the curriculum was only moderately effective and was eventually cast aside because it missed the essential elements of curriculum development. These elements include designing a curriculum based on the:

- specific needs, interests of children
- talents and interest of the staff
- unique needs of a particular school and community
- resources within the YMCA and the surrounding community

In 1999, responding to a plea from local Y directors, the YMCA of the USA and the YMCA of Greater Providence contracted with the National Institute for Out-of-School Time to help design a comprehensive, relevant, age-appropriate, and enticing curriculum for school-age children. The curriculum was field-tested and released in July 2001.

"This isn't very different from what we've always done, but now we're more purposeful in planning activities. The staff understand the value of each activity and are better able to articulate the outcomes for children."

The curriculum framework includes an overview of growth and development, learning styles, and best practices for good curriculum development. It incorporates into the framework the YMCA mission and program objectives and the YMCA school-age youth outcomes.

To decide which curriculum content areas to include, the curriculum writers began with what they determined to be YMCA core competencies: arts and humanities, character development, health and fitness, service-learning, and social skills. To make the curriculum relevant in today's after-school arena, the following additional areas were added: homework support, literacy, science and technology, and conflict resolution.

Arts and Humanities

The visual and performing arts are

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If You Are Homeless, Where Do Your Children Go After-School?

by Rhea Starr, YWCA

YWCAs all over the country have heard the question and many have created answers. A recent survey, funded by the Goizueta Foundation, of YWCA child care and school-age programs revealed that approximately 40% of YWCAs with programs serve homeless children. Further investigation revealed that YWs either serve homeless children as part of their on-going services or create new, comprehensive programs to meet the special needs of children who are in crisis.

"We try to anticipate what school-age children need to be successful, to learn, to feel good about themselves, whether they're homeless or not."

The YWCA of Spokane, WA recently described the homeless of its community. "[There is a] lack of stability in their lives. Some of our clients are 'on the streets,' yes, but predominately they are not sleeping in cars or on the streets.

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YMCA's...

(continued from front page)

easily integrated into after-school programs. Drama, music, art, crafts, art history and poetry are just a few of the many activities that are a part of the YMCA curriculum. Self-expression along with a greater sense of imagination and creativity are some of the benefits children experience in a Y arts and humanities program.

Character Development

In today's challenging and complex world, children need reinforcement of positive values even when they're away from home. YMCA school-age care programs take character development seriously by incorporating the values of caring, honesty, respect, and responsibility into play, learning, and social activities. Through consistent teaching, modeling, reinforcement, and practice, staff help children demonstrate and accept positive values.

Health, Wellness, and Fitness

Building strong bodies is a part of the YMCA history. YMCA school-age care staff work closely with Y fitness staff to help design a program where children fully participate in health, wellness, and physical activities.

Homework Support

Homework support, often requested by parents and encouraged by schools, is a part of most Y school-age programs. In YMCA homework centers, the program staff provide a time and a place and support in helping children complete homework. Programs also provide resource-rich environments, introduce activities that build on what children learned during the school day, and if needed, tutoring and other support services.

Literacy

Literacy, a core component in after-school learning, is just one way Y's can help support a child's success in school without extending the school day with academic activities. Literacy includes reading, writing, speaking, gathering information, using information, thinking critically, understanding others and expressing oneself.

Science and Technology

Young children are fascinated by science and technology, making these popular activities in Y school-age care programs. Through age-appropriate science activities, children begin to understand the world—both in and out of doors. They learn about making choices and how these choices affect the earth and the quality of life for others. They use technology to research, study, and learn what happens in the world around them.

Service-Learning

Service-learning is a deliberate process which includes planning, volunteering or community service, and time for reflection. Service-learning enhances and is easily integrated into YMCA school-age programs. It encourages civic responsibility, volunteering, leadership skills, and character development.

Social Competence and Conflict Resolution

After-school programs need to be places where children, youth, and adults feel safe, understood, respected, and secure. Social competence and conflict resolution curriculum activities help make Y programs emotionally and socially comfortable places to be. In Y school-age programs, staff help educate children in using natural and logical consequences and encourage them to accept responsibility for their behaviors. Staff guide activities, give children strategies for dealing with conflict when it comes their way, and help them develop socially acceptable ways of interacting with one another.

Resources

In each of the core content areas, the YMCA of the USA recommends a specific resource for activity planning. For example, *Adventures in Peacemaking* is the preferred resource for social skills and conflict resolution. *KidzLit*, a program of the Developmental Studies Center, is the preferred literacy curriculum.

A YMCA director summed up the impact of the new curriculum by saying, "This isn't very different from what we've always done, but now we're more purposeful in planning activities. The staff understand the value of each activity and are better able to articulate the outcomes for children."

Accompanying the curriculum framework is a training design for 32.5 hours of comprehensive staff development.

School-age care is one of the top ten programs offered in YMCAs across the country. YMCAs serve close to 400,000 school-age children in more than 8,000 sites. Each YMCA is autonomous and is owned by a local board of directors. YMCA of the USA exists to provide support and consultation to local Y's.

Barbara Taylor is the Senior Consultant for Program Development for the YMCA of the USA.

Correction

Kathy Carr's byline from last month should read: *Kathy Carr resides in Wasatch County, which s a "Home Solidier" for the Hollow Olympic Venue. (Biathalon and cross-country skiing.)*

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School-Agers and Self Esteem

Editor's Note: This article originally appeared in the January/February 1982 SAN. It is still relevant, 20 years later.

More and more has been written on the subject of self-esteem in children and adults. What is known is that feelings of self-worth are related to how well a child reads, completes school work and on how well a child relates to his or her peers and to adults. In addition, teachers with high self-concepts tend to have children in their care who have high self-concepts. Studies have indicated that the teacher' attitude toward themselves (and thus towards others) was as important, if not more important, than any materials or activities they used.

What do these findings mean to caregivers of school-age children? How can you take this information and have it make a difference for yourself and your school-agers?

Virginia M. Axline, in her book, *Play Therapy*, maintains that "There seems to be a powerful force within each individual which strives continuously for self-realization... a drive toward maturity, independence and self direction."

By harnessing this drive, the caregivers of school-agers can continually seek ways to increase their own awareness and thus appreciation for themselves. The more caregivers value themselves, the more they can impact a sense of valuing the school-ager. At the same time, caregivers can assist the school-agers on their own journey of knowing and appreciating themselves. The caregivers who value and respect themselves and create an atmosphere where school-age children are valued and respected help the children learn to like and appreciate themselves.

The caregivers who value and respect themselves and create an atmosphere where school-age children are valued and respected help the children learn to like and appreciate themselves.

Steps to create an atmosphere of self appreciation of others:

1. Project an image of building, not destroying, the child.
2. Be interested in the child as a unique individual.
3. Communicate with the child on an individual, private basis every day.
4. Give an expectation, belief, and confidence that the child is competent, can work and can learn.
5. Provide firm, consistent limits.
6. Have a respect for and willingness to work with parents.
7. Serve as a role model—someone who likes themselves.

Autobiographical Questionnaires

This activity helps school-agers increase their awareness of "who they are." It works best with older children—third grade and up. It helps to complete the activity, seal it in an envelope, and then 3-6 months later, give it back to them for their review. Choosing one question and having the children (in groups of three) share their answers is also helpful.

Some sample questions to include in this questionnaire are listed below. Add or subtract questions based on your needs.

1. Name
2. Birthdate
3. Address and Phone Number
4. List 10 words that describe you
5. List 10 words that best describe each person in your family.
6. What do you see yourself doing five years from now?
7. How do you spend your time after school and on weekends
8. What does friendship mean to you?
9. What is the best thing anyone could say about you?
10. What is your favorite book or story?
11. Which TV show do you like the best?
12. What's your favorite food?
13. Who's your best friend?
14. What do you like about him or her?

Adapted from ***100 Ways to Enhance Self Concept in the Classroom.***

After-School and the Education Bill

by Charles Pekow

It has been called the most sweeping piece of education legislation ever. But the key words for school districts in the No Child Left Behind Act are *flexibility* and *accountability*. The act may create major spin-off effects for school-age programs, in addition to the changes in the 21st Century program. The new law gives states and school districts more choice in using federal resources– as long as they can prove they are improving schools. The bill allows states and school districts to use up to half of their state activity funds (federal money for state-level activities) on any educational purpose they wish. Before, they could only use the money for a specific, authorized activity. So they can use technology money for after-school evaluation. But districts could also use 21st Century money for teacher-training. They don't have to get approval from the federal government. (The flexibility does not apply to Title I.)

The law also allows the Department of Education to approve up to 150 local flexibility demonstration projects, allowing participating school districts waivers from almost all federal rules – as long as they improve student achievement. Districts could use as much – or as little– money as they'd like on school-age programs– and can design the programs any way they see fit. Seven states could also get similar waivers.

Congress wants to see how well education will work with less bureaucracy and paperwork. For all the new freedom, states will have to show results. And when funders want results, they turn to the easiest measure: test scores. Though legislation bars national testing, it requires states to test public school students annually and show improved results for low-income children. States will want to use their new flexibility to ensure that they improve test scores – possibly by emphasizing academics over recreation in their extended school days.

Pick a Number

Try this trick and the kids will think you are magic! Tell the kids to write a number between 1 and 10 on a piece of paper.

Add 9 to the number.

Subtract 5. Add 7.

Subtract 8. Add 4.

Subtract the original number.

The answer is always 7.

See if your school-agers can figure out how this trick works. Repeat it several times. *The Secret ...the original number is canceled out at the end when you subtract in the final step.*

Incredible Kids!

The third Thursday in March is "Absolutely Incredible Kid Day". On this day, the Camp Fire Boys & Girls organization asks adults to write a letter to a child. In the letter, the writer can offer love, support and encouragement and tell that special kid how important he or she is.

You can celebrate this day by inviting parents to write letters to their children. Staff members can also write letters to kids (make sure everyone gets a letter!), kids can write to each other, or you can work together as a group to write letters to some other children in your community.

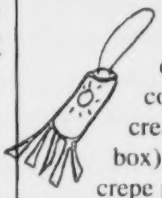
Make a Wind Vane

You need: 1 straw, 1 straight pin, 1 index card, pencil with eraser, tape

Cut the point and tail of an arrow out of an index card. Tape them onto the ends of the straw. Push the pin through the middle of the straw. Stick the pin into the eraser of the pencil. Make sure the straw can turn freely.

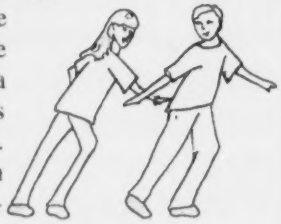
Now put your weather vane outside. Stick the point of the pencil into the ground so the weather vane stands up straight. Watch which way the arrow points as the wind blows.

Make a Windsock



Remove the top and bottom from a clean, empty round cardboard container (such as an ice cream container or oatmeal box). Cut long streamers from crepe paper or tissue paper, and glue them to one open end of the container. Cut out shapes from paper scraps and glue to the outside of the container for decoration. Punch four holes in the other end of the container, spacing them equally around the rim. Thread string through the holes and double knot. Tie all four strands together at the top. Tie a longer piece of string to the knotted ends and use it to hang your windsock from the edge of a roof or tree branch.

Fruit Tag



Everyone chooses the name of a fruit and says it out loud. One person starts off being "IT."

"IT" runs toward a player. That player has to call out another player's fruit before "IT" has time to tag her. "IT" then runs to the new player and tries to tag her before she yells out another player's fruit. If "IT" tags someone before she yells out another player's fruit, she becomes "IT."

Make a Rain Stick

Tape 2 paper towel tubes together with masking tape to make one long tube (or you can use just one tube for a shorter rain stick). Decorate your tube with paint or crayons.

When it's dry, cover one end of the tube with plastic wrap or wax paper, hold it in place with a rubber band. Use a pin to poke holes in the sides of the tube. Space the holes 1/2 to 1 inch apart. Do this the whole length of the tube.

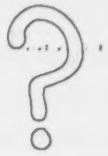
Insert the pointed end of a toothpick through one of the pin holes and press it into the tube as far as it will go. If the end of the toothpick sticks out of the tube, you can cut it off with scissors. Put a toothpick in every hole. The more toothpicks you use, the more it will sound like rain.

Pour dried beans or rice into the tube. Smaller beans work better. Use between 1/2 cup to 1 cup depending on the length of the tube. Cover the other end of the tube with plastic wrap and seal it with a rubber band. Turn the tube over slowly and listen.

Group Drawing

The first person starts off by drawing a line or a shape on a piece of paper. Each player takes a turn adding a line or a shape. When everyone has had a turn, you can take turns coloring in the spaces with different designs.

Twenty Questions



This classic game has been popular for years. One player thinks of an object or person. Play proceeds around the room, with each player asking a question that can be answered with "yes" or "no". Keep track of the number of questions asked. The object of the game is to guess correctly before the twentieth question.

For Black History Month, P. 8

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, WI. Illustrations by *Julie Sorensen* of Londonderry, NH

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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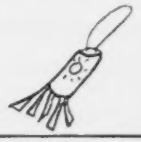
MARCH IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
READ ACROSS AMERICA	Monday, March 1st is Read Across America Day. Invite a local celebrity, professional from your community or a parent to read to your children.	Read Across America Day is a celebration of Dr. Suess' birthday. Read aloud from some of his tongue-twisting books.	Bake a birthday cake for Dr. Suess. Invite parents to donate ingredients.	Make *Cat in the Hat* hats (from Dr. Suess' book). Supply red and white construction paper and let the kids create their own design.	Collect gently used books and donate them to a homeless shelter in your community.
IMAGINE THAT...	Start an "imagination journal". Each day add something that you create, pretend or imagine. Begin by decorating the cover any way you want.	Imagine that you suddenly won a million dollars. What would you do with the money? Why? Write about it in your journal.	Pretend you are stranded on an island and can only take three things. In your journal, draw a picture of the three things and explain why you chose them.	If you could have any job in the world, what would you do? In your journal, draw a picture of yourself doing this job.	Make up your own language. In your journal, write some words from your new language and explain what they mean in English.
RELAY RACES	Balloon/Ping-Pong Relay: The object is to get a Ping-Pong ball to the finish line by blowing up a balloon and using the escaping air to push the ball.	Dress-Up Relay: Players race to a bag of adult clothes, put on and remove the clothes, and return to the start.	Ball Relay: Partners put a ball between their heads. Players have to race to the end of the playing field and back without dropping the ball.	Balloon-Pop Relay: Players hold a balloon and run to a chair at the finish line, where they sit on the balloon and try to pop it.	Log Roll Relay: Players get down on the ground and roll, "log style," to the end of the playing field and back.
WEATHER	The weather in March can be very interesting. Start a weather journal to keep track of temperature, wind direction, rainfall and other facts.	Build a wind vane to measure the direction the wind is blowing. See page 4 for directions.	Make a rain gauge. Put a container with straight sides outside in a place where it won't blow away. After it rains, measure the water with a ruler.	Put on rain gear and go puddle splashing! Draw around the outside of a puddle with chalk. In a few hours, check the puddle to see if anything has changed.	Make wind socks to help see how the wind is blowing. See page four for directions. 
SPRING	This year Easter falls on March 31. Celebrate by hiding plastic eggs for the children to find.	Blow up a balloon. Dip newspaper strips into a flour/water mixture. Spread the strips around the balloon. When it has hardened, you can paint this giant egg.	Bunny Tail Pick-Up: In this game, the players pick up bunny tails (cotton balls) with tweezers and transfer them from one jar to another. Try it blindfolded!	Collect the baskets that strawberries come in. Weave yarn and ribbons through the openings to make colorful spring baskets.	After December holidays, food banks get low. Collect non-perishable foods and donate them to a local food pantry.
DRINKING STRAWS	Drinking straws can be used for many crafts and activities. Try constructing skyscrapers or bridges with straws, using paper clips or clay as connectors.	Straw Kazoo: Flatten one end of a straw and cut into an upside-down "V". Put it in your mouth and press on the "V" with your lips while blowing.	Spring Flowers: Cut flower shapes out of construction paper. Staple each onto a drinking straw. Curl flower petals outward with a pencil. Add paper leaves. Tie together with ribbon.	Works of Art! Put watered-down tempera paint on paper and blow on the paper with a straw to move the paint.	Try to move a Ping-Pong ball by blowing on it through a straw. What else can you move? A feather? A balloon? A piece of paper?

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YWCA...

(continued from front page)

Instead they are in shelters or 'doubled up' with family or friends... sleeping in the living room or on the floor, hoping to find their own housing in a short time....For these families shelters are a last resort. It means defeat to them–admitting that they can't do it on their own–they are homeless AND helpless."

As the largest provider of services for homeless women, it is not uncommon for the YWCA to be both the home and the after-school program for their children. A grandmother in Des Moines confides, "My seven year-old grandson, Tyler, has lived with me at the YWCA off and on for several years whenever his mother cannot take care of him. Tyler is again residing with me and attending the YWCA Kids Kamp, a summer program for school-age children... The YW, through grants received for scholarships, is once again allowing Tyler to attend Kids Kamp.... Thank you... for assisting me in raising a child."

The YW receives countless letters of thanks. The mother of two recently wrote the YWCA of Metropolitan Dallas. In a four-month period, after escaping from a domestic abuse situation, the family lived in two different women's shelters. Now working and in her own apartment, she wrote, "I know that with all we have been going through, my boys needed a stable environment at least in one area of their lives... The YWCA has truly helped ease some of the stress... and has made my children happy... I understand that it is okay to ask for [help]."

Meeting the needs of children in similar situations frequently calls for greater services. Working in conjunction with YWCA housing programs, after-school programs frequently provide educational and recreational activities while mothers attend classes, counseling, or appointments without worrying about where their children go after school. The YWCA of Western New York has one such program. The after-school program staff work with the parents' case managers to provide feedback about children's and parents' needs.

The YWCA of Plainfield, NJ After-School program provides a stable place for homeless school-age children by incorporating them into their on-going after-school program. This program focuses on empowering, equipping and teaching children to be effective in their lives. The Plainfield YWCA has established a Parent Information Network designed, in part, to support and strengthen parents and families experiencing the challenge of homelessness.

The YWCA of Essex, NJ provides thirty scholarships to their residential camp for children who are either homeless or at risk of becoming homeless. Having learned over the years that a parent who is homeless is not in the position of taking care of pre-camp details such as labeling and packing clothes and getting signatures on necessary medical forms, and may harbor a great fear of separation, the YWCA has identified adult mentors to assist each individual child and parent.

It is sometimes necessary to create comprehensive programs to meet the special needs of children who are in crisis. The YWCA of Oklahoma City's three year-old Hand In Hand Learning Center, serves children who have been exposed to domestic violence, often a component in homelessness. Problem-solving and conflict resolution through non-violence are program pillars. The "Peacemakers" program provides activities that help the children understand that actions, as well as words, affect friends and family. Focusing on children who have been victims of domestic violence has required additional in-service training, including learning to more quickly identify behavioral signs of domestic violence.

The Spokane Homeless Education Program (HEP) served 426 children in 2000-2001. A collaboration between the Spokane School District, Mental Health Association, and the YWCA, it is the winner of a Best Practices award by the National Association for Education of Homeless Children and Youth. Families are linked to social services, educational assessments and enrollment in neighborhood schools. Children also receive necessities such as clothing, school supplies or personal hygiene items to help them attend class on a regular basis. The after-school program continues the educational and enrichment process and provides safety for the children at the end of the school day. A mental health counselor, provided through the City of Spokane, is also available to children in need. One success indicator is that 58% of the children enrolled in HEP remained in the school of their origin, and the number of high school graduates with a history of homelessness is increasing.

The YWCA of Birmingham, AL's K.I.D.s Program provides academic help through one-on-one tutoring and computer software focusing on math and language skills for homeless children after school and during the summer. Enrichment activities expose the children to many recreational activities including science and space exploration experiences and sports camps. A behavior specialist and a play therapist work together to provide games and therapeutic activities that teach conflict resolution and anger management, as well as support groups for victims and witnesses of family violence. In addition to providing meals and coordinating medical, dental and mental health services, each child is given a new bathing suit and beach towel. Funded by the YWCA and the school district, it has been so well-received in the community that parents who are not homeless frequently attempt to enroll their children.

Jennifer Holyer, Education and Training Specialist at the Birmingham YWCA, says, "We try to anticipate what school-age children need to be successful, to learn, to feel good about themselves, whether they're homeless or not." Which, it seems is the philosophy of all YWs serving children after school.

Rhea Starr is the Director of Child Care and Advocacy for the YWCA of the USA.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondant for SAN. This report is written exclusively for SAN readers.

Changes in 21st CCLC

In future years, look to your state capital– not Washington– for a 21st Century Community Learning Centers grant. Congress approved an education reauthorization bill (H.R. 1), which turns the program into a block grant. The 21st CCLCs will get $1 billion this year. That's about $154 million more than lat year but $250 million less than authorizing legislation allows.

While public schools still have priority, states could give grants to private entities and allow programs off of school premises. States could give grants lasting three to five years, with a $50,000 minimum. In addition to education and recreation programs, grantees could use funds for counseling, including mental health services; and for programs tailored to students with limited English proficiency. States could reserve 2% of their allotment for administration and 3% for their own activities.

The legislation also authorizes the Safe & Drug-Free Schools grants to states at $700 million in FY 02 and unspecified sums in the next five years. States can fund after-school programs with the money and must distribute at least 93% to local school districts. The law leaves it to Congress to decide annually how much the Dept. of Education can have for national activities, but it also funds a National Coordinator program at $75 million this year and unspecified sums in the next six.

Appropriations legislation this year gives the Child Care & Development Block Grant $2.1 billion. The sum includes $19 million for school-age care and resource and referral, with $1 million of this sum earmarked for the Child-Care Aware toll-free hotline run by the National Association of Child Care Resource & Referral Agencies. Another $272 million must go for quality activities, $100 million of this goes to infant and toddler care. $10 million of the general appropriation goes for national research, demonstration and evaluation.

The Social Services Block Grant (SSBG), which states can use for a variety of purposes including school-age care, gets $1.7 billion. But states will be able to transfer up to 10% of their general Temporary Assistance to Needy Families funding to SSBG.

And while moving the 21st Century program into a block grant was supposed to prevent earmarking special projects by Congress members, they found a way. The Fund for the Improvement of Education has hundreds of special competition-free grants this year. Individual Boys & Girls Clubs are making out like bandits. The club of El Dorado, AR, for instance, gets a relatively small $14,000 for after-school programs for at-risk youth. The club in Silver Spring, MD gets a whopping $825,000 and the clubs in Philadelphia get $75,000 for mentoring programs.

See how the No Child Left Behind Act may change your program... page 3

SAC CONFERENCES

WISCONSIN February 1-2, 2002
WSACAConference, Oconomowoc
Contact: Stacy Randall 608-758-8721

MINNESOTA February 1-2, 2002
MnSACA Conference, St. Paul
Contact: Shannon Pfarr-Thompson 651-290-6277

ARIZONA February 9, 2002
Arizona School-Age Coalition
Contact: Wayne Tolbert, 602-493-6370
wtolbert@pvusd.k12.az.us

CALIFORNIA Feb. 23, 2002
CalSac North Coast Reg., Fortuna
Contact: Brian Lovell 707-826-1915 or
blovell@northcoast.com

NATIONAL March 7-9, 2002
14th Annual NSACA Conference, Memphis, TN
Contact: 800-606-0061, www.nsaca.org

MASSACHUSETTS April 5-6, 2002
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

FLORIDA April 5-6, 2002 **NEW!**
Florida Children's Forum SAC, Orlando
Contact: Jen Faber 941-489-4386 or
jlpfaber@aol.com

CALIFORNIA April 11-13, 2002
20th Annual California SAC, Universal City Sheraton
Contact: 415-957-9775, www.calsac.org

WEST VIRGINIA April 15-17, 2002
WV School Day Plus, Group 1, Backwater State Park
WEST VIRGINIA April 17-19, 2002
WV School Day Plus, Group 2, Pipestream
Contact: alyorcena@childcarechoices.com, or call
Alycia at 419-468-7581

PENNSYLVANIA April 20, 2002
PennSACCA Conference, Millersville
Contact: Lauren Haag 814-867-7890 or lbh@penn.com

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or
www.yale.edu/21c/train/conf/conf.html

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RESOURCES

Internet Safety

KidsCom, Jr. offers games and activities designed specifically for 3-7 year olds for learning online safety and developing internet and computer skills. For the Internet Safety game, point yor browser to:

www.kidscomjr.com/games/safety/safety.html

Brain Power!

The Association for Childhood Education International has published a new resource for early childhood professionals, *Brain Research and Childhood Education: Implications for Educators* by Doris Bergen and Juliet Coscia. Drawing on recent research into brain growth and development, this is a practical book for those curious about cognitive development. For more information, contact ACEI at 800-423-3563 or **www.acei.org.**

Black History Month

Our January issue contained February activities, including those for Black History Month. We have included additional resources for use in February or thoughout the year.

DuSable Museum of African American History
www.dusablemuseum.org

African American Inventors
www.inventorsmuseum.com/africanam.html

Black History Challenge
www.brightmoments.com/blackhistory/

African American History Project
www.watson.org/~lisa/blackhistory/

Science Explorer: Out of Print

The book Science Explorer is out of print. The publisher does not expect a reprint. Please make a note of this as it is still listed in our catalog. The Science Explorer: Out and About book is still available.

New Books!

SAN has added two new books to the catalog. **365 Simple Science Experiments** has an experiment for each day of the year using everyday materials. Just $16.45 for subscribers or $17.45 for non-subscribers. **Staff Challenges** is a collection of staff-training articles from Child Care Information Exchange. It is $29.45 for subscribers and $33.45 for non-subscribers. **NOTE: Prices above include all shipping and handling charges.**

Volume XXII #7 The Newsletter for School-Age Care Professionals March 2002

School-Age NOTES

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Promising Practices: Using the Good to Get the Best

by Elizabeth Partoyan, Center for Youth Development and Policy Research, Academy for Educational Development

Do you ever find yourself thinking, *Our after-school program is so great, I wish I could share what we do with others!*? Or how often do you think, *If only I could find out how other after-school programs do things, I would be able to make my own program even better than it is!*? You are not alone when you think these things. Finding the best ways to "do after-school" is one of the most important needs of the professionals who work with children and youth in the non-school hours.

The Center for Youth Development and Policy Research (the Center), part of the Academy for Educational Development (a nonprofit organization located in Washington, DC), is working on a project called the Promising Practices in After-School Initiative (PPAS for short). Work is being done with support from the Charles Stewart Mott Foundation. The overall goal of the PPAS Initiative is to increase both the **quality** and **quantity** of after-school programs by finding and sharing practices that support good outcomes for kids.

As we all know, the dramatic increase in support for after-school programming in recent years shows the growing awareness of programs' great potential to contribute to the well-being of our nation's youth. We know the key to after-school programs making a real difference in the lives of children and youth involves much more than just filling the time between 3:00 p.m. and 7:00 p.m. Instead, it means filling that time with support and opportunities, especially for underserved youth whose needs otherwise may go unmet.

A practice is the underlying process or rationale for a program or activity.

With this background on the PPAS Initiative, you must be asking, *So, what exactly is a practice?* It is actually a little trickier than you might think. Practices aren't just the fun and creative things that people do in after-school programs, although they're a big part of them. The difference between a "practice," an "activity," and a "program" is subtle but very important.

A program is typically made up of a variety of activities, right? A practice, however, is the underlying process or rationale for a program or activity. Think about the practices in your own after-school program and ask yourself the following question: *What does this practice accomplish and how does it make the program or activity successful?* We know practices that are promising have positive impacts on children and youth and lead to positive individual and organizational outcomes.

So how do you find the promising practices in your after-school program? Sometimes it's helpful to look at the results first. To help you do this, fol-

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NSACA Moving to Washington, D.C.

The Board of Directors of NSACA (National School-Age Care Alliance) has decided that the future office of NSACA will be in Washington, D.C. The decision comes at a time when the organization finishes their search for a new executive director. According to NSACA President Linda Zang, "The time for the move is flexible, probably within a year and a half." Zang explained, "We are doing this because of the importance of being strategically placed to access legislative, corporate and foundation resources that could be helpful to the organization."

NSACA currently has 9 staff members and a $1 million budget for its over 8,000 members as it operates the only national system for program accreditation specific to school-age care. At first, NSACA was in Boston due to support from the School-Age Child Care Project (now the National Institute on Out-of-School Time) which supplied office space for the first full-time employee, Linda Sisson in 1995. In 1997, she became NSACA's first executive director, establishing the current office.

Rich Scofield, SAN editor and former board member, sees the move as a natural progression and completion of an original mandate. "During the years the board

(continued on page 6)

Funding Changes May Mean Changes for After-School

by Caulyne Burton, Managing Editor

In January, President George W. Bush signed the No Child Left Behind Act into law. This piece of legislation could have an incredible impact on after-school programs. The act requires that states and schools become accountable for students' test scores and achievement. Funding will become tied to marked improvement in schools. The focus becomes the fundamentals of literacy, math and science.

States in Control

What does that mean for your program? Funds that were previously earmarked for after-school may be transitioned into generic education funds that will be distributed at the state level. States will then be responsible for deciding what programs will boost their scores and, therefore, who will get the money.

You know that the type of learning that happens in an after-school program is not the same as what happens in a classroom. But that does not make it less valuable. Literacy, math, science and technology are all elements that exist in some form in after-school programs. Just make sure that you market this fact, publicize how much you bring to the children and families you serve.

Partnerships are Key

What can you do to keep your program marketable and relevant in this ever-changing environment? The first key word is PARTNERSHIPS. The more that you are able to partner and work with other institutions, the better off you will be in the changing funding climate. Along with the education bill, other legislation can provide funding if you think in terms of diversifying. Become a 'community building organization'—partner with schools, community centers, local government—whoever can provide resources or another point of view for serving children and

(continued on page 6)

Connecting With Kids on their Own Terms

by Kathy Carr

Do you know who Tony Hawk is? Have you seen the movie "The Princess Diaries"? What song ran the longest on TRL? What is TRL? One of the ways to relate to youth is to understand their world and what is important to them. The National School-Age Care Standards discuss building relationships in Key 2.

Standard: Staff know that each child has special interests and talents.

After working with youth for the past ten years, I have realized the importance of relating to youth on their level. For example, the youth I work with love Tony Hawk and skating. In some of our activities I have incorporated skating and have had conversations about *grinding, ollies*, and how to build a *half pipe*. Being able to relate to the youth in the program has helped build positive relationships between adults and kids. Here are some ideas to build relationships with youth.

Know their music

Let youth bring their favorite music, as long as, it's not offensive. Ask them about concerts and events.

Know their heroes

Learn about them and get involved with conversations by asking questions or making comments about a *hero*. One example: Tony Hawk was on *Who Wants to be a Millionaire*. I taped the program and brought it to show to the school-agers. We talked about his hard work and how it took him ten years to perfect one of his famous skate board tricks.

Display heroes

Programs can order posters with celebrities who emphasize reading. Some of the posters our program has: Mel Gibson, Rosie O'Donnell, and Yoda.

Bring in guest speakers who have unusual jobs

In our program we weren't able to bring in the speaker, but the kids wrote a letter to Nintendo and my brother-in-law wrote them back from Nintendo to tell the kids how he got his job and what he does.

Share your music and heroes

Our program always has a 70's day. We celebrate with disco music, fondue, tie-dye shirts, watch Brady Bunch episodes and the staff bring pictures of themselves from that decade.

Developing relationships between youth and adults should be the first priority in any school-age program. When positive relationships are developed, there are less discipline problems; parents have positive feelings toward program and staff, and youth feel connected to the program.

Kathy Carr resides in Wasatch County Utah where she has been a Program Director for 11 years and is the Utah School-Age Care Alliance Accreditation Advisor.

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Promising Practices...

(continued from front page)

lowing is a list of sample outcomes that might come out of a promising practice. Although this list doesn't cover everything, it may get you thinking:

Some Positive Outcomes: Children and Youth...

- have a sense of belonging
- demonstrate good judgment
- demonstrate cultural awareness
- demonstrate citizenship
- have physical health & wellness
- show resiliency & coping strategies
- have strong relationships with adults
- have increased school attendance
- have increased school performance

Some Positive Outcomes: After-School Programs...

- increased program enrollment and/or attendance
- respect for the cultures of children, families, and community
- active involvement from otherwise unengaged children and youth
- increased parent involvement
- increased community participation
- increased and/or diversified funding

The following is an example of a promising practice and the way it relates to activities and outcomes:

Promising Practice

Providing multiple opportunities for children and youth to develop responsibility

Some Related Activities

- Children and youth are involved in snack distribution
- Children and youth design community service projects
- Children and youth act as mentors to other program participants

Some Related Outcomes

- Children and youth demonstrate good judgment
- Children and youth have strong relationships with adults
- Active involvement from otherwise unengaged children and youth.

Promising practices are in after-school programs set in classrooms, community centers, libraries, outreach facilities, places of worship, and other locations in every state around the country. Every day, these programs are leading to the positive outcomes listed above, and every day they are helping children and youth grow into caring and responsible adults.

One of the unique strengths of the PPAS Initiative is that it is bringing together all kinds of professionals—school-age care providers, teachers, and youth workers—by creating a common way of finding promising practices. The Center believes that by sharing practices that have been recognized as promising and have already been tested in the real world, the PPAS Initiative will help after-school programs better serve children and youth, their families, and communities.

Finding Promising Practices

So this is where the rubber hits the road: We have to find the promising practices! To begin, the Center is working together with six other organizations that have grants from Mott to collect an initial set of promising practices from a different network of after-school programs.

The six "Pilot Group" organizations are Center for Collaborative Solutions (CCS), National Association of Elementary School Principals (NAESP), National Institute on Out-of-School Time (NIOST), North Central Regional Educational Laboratory (NCREL), Save the Children U.S. Programs and The After-School Corporation (TASC).

Reporting Results

Each of the Pilot Group organizations has developed a system to collect practices that will be reviewed for recognition as "promising." All of the promising practices will go into a database that will be searchable on the soon-to-be-launched PPAS website and also available in a printed format.

In addition to providing you with access to the practices, the PPAS website and print version will be full of information that will help you find funding, curricula, and other resources to help you improve the quality of your after-school program.

And that's not all. Soon you, too, will be able to fill out a form to have your own practices reviewed and added to the database of promising practices. This master database will include practices that fit into all of the seven "components" of after school, which were developed by the Center and a national Advisory Panel of experts in the field. The seven components are:

Community & Family Involvement
Programming
Management & Administration
Staffing & Training
Financing
Research, Evaluation, & Knowledge Base
Policy & Advocacy

So, stay tuned for information about how the Promising Practices in After School Initiative can help you and how, through it, you can help others. Together, we can make the field of after school even stronger!

For more information, please contact:

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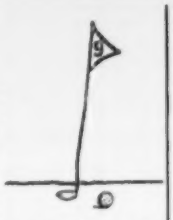
Miniature Golf Safari



This miniature golf set is designed for indoor or outdoor use and is a fun long-term project. Start by cutting 6 – 12 African animal shapes from cardboard boxes. Then cut a horseshoe shaped opening in the bottom of each, large enough for 2 golf balls to pass through. Paint the animals with tempera paints. Create a rectangular cross-brace out of cardboard, also painted, and interlock it to each animal using a 2-inch slot on each. This makes the animals free-standing. To make each tee, cut a small circle from cardboard, tape on an inverted cup snipped from an egg carton, and paint. For each hole on the course, center a juice can lid on a small circle of cardboard, trace it, and cut a hole. Tape the lid over the opening with the lipped edge down, then turn the cup over and paint. Take the short end of a flexible straw to the rim, then bend the long end up and top with a construction paper, flag. For each club, flatten one end of a toilet paper tube and insert into a slot cut into the end of a gift wrap tube. Secure with tape and paint. Ask parents for used golf balls the golf balls or make out of crumpled up aluminum foil. Now it's time to play. Set up each tee, hole and animal obstacles in a large, open area. Invite friends and family to join in the fun.

Construction Zone

Set up a Construction Zone at your program with self-discovery projects. Here are a few ideas to get you started.

Eggshell Ship – Crack an egg in half and gently break off pieces to get a boat shape. (Approx. 1/2 an egg in a cup shape) Paint the shell inside and out. When dry, gently glue a 1-inch ball of clay to the bottom of the boat. Push a toothpick into the center of the clay, add a dab of glue. Create a triangular mast with tissue paper and glue to toothpick. Ship should now be seaworthy.

Gyrocopter – Cut a 6 inch by 1 inch strip of paper using pinking shears if available, scissors if not. Then cut a 3 inch slit the long way down the middle. Fold each "wing" just created in opposite directions. Attach paper clip to the bottom of the strip for weight. Hold gyrocopter in the air and drop to the ground. Watch it spin as it goes.

Canoe – Fold a 6 inch by 12 inch piece of cardboard (cereal box) in half the long way and draw a side view of a canoe, using the fold for the bottom of the boat. Cut the canoe still folded, but not on the bottom. Use a needle and string to sew together the curved ends. (Use a hole punch if necessary.) Cut seats to fit and then paint the canoe. To waterproof, adults dip canoe in melted wax. Place pebbles in the hull to prevent tipping and canoe is ready to sail.

National Wildlife Week April 22 – 28

Nature in Your Neighborhood

Encourage children to use their decision-making skills to help protect the wild creatures in their own community and beyond. For activity ideas, log onto www.nwf.org/nationalwildlifeweek. Click on Educator's Guide & then on National Wildlife Week to download lots of hands-on activities. All are free right off the website. Have fun in your own backyards this April!

Card Game Favorite: Ninety-Nine

OBJECT: To stay in the game by adding to the discard pile without letting the total go above ninety-nine and not to lose your ante. SETUP: Give each player four pennies (or peanuts or whatever) as her bank. Deal three cards to each player. (You can look at your cards.) The rest of the deck goes face-down in the middle of the table as a stockpile.

CARD VALUES: Ace= 1 or 11 King = 99 , 10 = + 10 or - 10, 9 = pass, 4 = reverse, All others = face value; Jack, Queen = ten

TO PLAY: The Player to the left of the dealer discards, faceup, next to the stockpile, forming the discard pile, then picks up a card from the stockpile (each player should always have three cards in her hand). The next person discards on top of the first person's card and calls out the total of the two cards. (If the first discard was a five and the second a three, the total called out is eight.) Play continues in that fashion with the total never going beyond ninety-nine. Players use their fours, which reverse the direction of play, their tens, which can add or subtract ten from the total, and their nines, which let them pass on their turn, to keep the game going after a king is played or the total otherwise reaches ninety-nine. If the player forgets to pick a card from the stockpile before the next player has discarded, the group yells "Neener, neener," and that player has to play the rest of the game with just two cards. When a player cannot discard without going over ninety-nine, she must ante one peanut or penny into the winner's pot, and a new game begins. PLAY CONTINUES until all but one person has lost all her peanuts — the remaining player wins the pot.

TIP: Try this to avoid tears and tantrums: as kids are eliminated from the game, give them jobs, such as popcorn popper, card shuffler, or banker.

Passover

This year Passover, the celebration of the deliverance of the Jewish people from Egypt, begins on March 27. Talk about this tradition with your schoolagers.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Suellen Nelles* of Fairbanks, AK. Illustrations by *Julie Sorensen* of Londonderry NH.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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APRIL IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
APRIL DAYS	April Fools Day – April 1st. A day to be silly. Learn some magic tricks or how to juggle.	Healthy Kids Day – April 8th. Sponsored by the YMCA, learn about exercise, eating right & saying no to drugs and alcohol. Try doing jumping jacks & eating an apple each day this month.	Nat'l Youth Service Day April 26-28. For information and project ideas, visit the Youth Service America website at www.ysa.org.	Freedom Day in South Africa - April 27th. Bring in a book about South Africa and try making the flag from this country, the symbol of freedom.	ANZAC Day (April 25th). Similar to U.S. Memorial Day, it stands for Australia & New Zealand Army Corp. This holiday celebrates the soldiers of war.
CONSTRUCTION ZONE	Kids love to build. Have families donate basic tools for a "Construction Center" at your program.	Safety First – Make sure the rules are clear and posted, this center is adult supervised & kids wear protective eyewear.	Use ideas from page 4 to start constructing. Have some projects that require adult direction, but also include projects that kids can do by reading the directions.	Kids also love to take apart. Have parents donate old toasters and radios for the kids to discover as they disassemble.	Decorate your construction zone with caution tape, construction zone signs and even orange cones. What you can't get donated, you'll have to make.
CARD GAMES	Card games on a rainy day pass the time with laughs. Remember these old favorites . .	Crazy Eights – Played with a regular deck of cards similar to Uno. Taking turns, match numbers or suits until one player is out of cards. Eights are wild.	Spoons – Lay spoons on table, 1 less than players. Pass cards 1 at time face down, each player trying to get 4 of a kind. 1st to do so quietly picks up a spoon. Others grab spoons. Player without spoon is out.	Blackjack – Players are dealt a card face down and face up. Trying to reach 21 when cards added together, without going over. Face cards=10. Ace 1 or 11.	Go fish – Players dealt 8 cards, the rest in a "pool" in the middle. Players alternate asking for cards or fishing from the middle to make matches.
BALLOON DANCE	Learn how to make balloon animals with spaghetti balloons. Call in an expert if you need one.	Learn a new way to dance such as country line dancing or hip hop.	Give each team of two 3 balloons; small, medium and large. Have partners time how long one person can keep all three in the air. Switch places. Then have both partners try as a team.	Set up mats and classical music in large room. Give children 6 foot streamers in both hands and let them dance one or two at a time.	Have a group of kids blow up one balloon each. Lay in a circle on the floor, heads touching. Play some silly music and have kids try to keep the balloons in the air.
PLANET EARTH	Earth Day is April 22. Have a local nursery donate a tree to your program and invite the media to film the planting.	A 20 minute shower per day equals 700 gallons of water weekly. This equals a 3-year supply of drinking water for one person. Make signs to post in the bathroom at home.	Paper or plastic? It takes one 20 year old tree to make just 700 grocery bags. Plastic bags are not biodegradable. Encourage kids to take cloth bags.	Enough office paper is thrown away to build a 12 foot wall from NY to LA each year. Write letters to their parent's workplace asking for recycling programs. Research how it is done and make suggestions.	Do you turn the water off while brushing your teeth? Try to make this a habit by posting a sign on the bathroom mirror reminding yourself to "Turn It Off."
RAINY DAYS	Each child decorates a box with construction paper and markers. Bring from home or make special books, puzzles, treasured items and small toys. Next rainy day, have children share their box with the group.	Bring a cassette recorder to program for children to record themselves reading their favorite book. Have kids write their own story to record those too.	Create an idea box for rainy days. Write activity ideas on index cards, such as 'put on a puppet show' or 'create an obstacle course.' When in need of an idea, have a child select from the box.	Pick up a refrigerator box from an appliance store. Use tempera paints to create a puppet theater, a bank teller station or a post office. A large box also makes a wonderful fort.	All About Us Album – Have each child answer a sheet of questions, "My favorite foods," "My favorite color," "My favorite hobbies." Add a picture and bind into a book.

Changes...

(continued from page 2)

families. The education bill itself encourages schools to do this. It "allows community-based organizations to receive grants for after-school programs. Before and after-school learning opportunities will be expanded by granting states and school districts freedom to award grants to faith-based and community-based organizations." Yes, you read correctly. Faith-based organizations are also eligible for funding under Bush's plan.

Define Your Role

The role of educating children is changing in the face of this legislation. The schools may look to any promising practice to raise their student's results. By showing that you can provide an alternative to traditional classroom learning, you create an ally, and, hopefully, a funding option.

We know that most after-school programs, even with grants such as the 21st Century Community Learning Center funding, have no where near the amount of funding that would best serve their communities. The bill "consolidates and simplifies funding for the Safe and Drug Free Schools Program and the 21st Century Learning Centers Program. School districts will be able to use federal dollars on after-school learning opportunities and drug and violence prevention activities."

After you reach out to your community and schools, consider the target demographics that the education bill has highlighted. The administration has highlighted several groups and areas as their main focus for improvement. There may be funding options if you look into these areas and make an effort to address them in your program.

Literacy

These can be simple changes. Can you address family literacy in some manner through your program? If so, you may be able to receive funds associated with these changes because the No Child Left Behind Act highlights literacy. The act "creates comprehensive, statewide reading programs to ensure every child is reading by the third grade. States and local districts will have access to funds from the new Reading First program to implement comprehensive, science-based reading programs in Kindergarten through second grade. The Reading Excellence Act would be consolidated under Reading First. The Even Start family literacy program (Title I Part B) also would become a part of this larger initiative, while continuing to fund family literacy programs throughout the nation."

Technology

What about technology? Can you incorporate this into your program? Can you ready children for the technologically savvy world that is waiting for them? If so, remember that the act "offers matching grants for Community Technology Centers. Matching federal grants will be provided through the Community Development Block Grant Program administered by the Department of Housing and Urban Development in order to establish Community Technology Centers in high poverty areas."

Other Areas

Low income areas and disadvantaged students are a special focus of this bill. If you can create a special program for those in your area that may need enrichment after-school, it could create another funding avenue.

School-safety has long been a topic of interest in federal education funding. Remember that after-school programs have been proven to lower drug use and delinquency. "Funding for schools will be increased to promote safety and drug prevention during and after school. States will be allowed to give consideration to religious organizations on the same basis as other nongovernmental organizations when awarding grants for after-school programs." That could be your program.

The bill ends by explaining the special bonuses available to schools that show improvement. "This proposal reforms the current Blue Ribbon Schools program. The Secretary of Education will administer a *No Child Left Behind* bonus fund that would honor and provide financial rewards to schools that make significant progress in closing the achievement gap."

You could be one of the things that provides improvements in local schools. So, open a dialogue with schools in your area now. Talk with community organizations, with local and state government agencies. Without a slice of the pie specifically designated for after-school, you may have to become more vocal. Yet that same lack of definition of the size of the allotment for after-school could result in an even bigger chunk for those that serve children and families in the hours before and after school. For more information, go to:

www.ed.gov/offices/OESE/esea/

NSACA Moving...

(continued from front page)

considered hiring an executive director and establishing an office, there was heated discussion as to whether the office should be in D.C.—where most national organizations have a presence— or close to NIOST. Another point of contention was whether an executive director or a public policy liaison ("lobbyist") should be hired first. In 1995, the original compromise for the location of the three-year accreditation project was to locate in Boston for the first 18 months, the second 18 in D.C. The decision to hire an executive director came with the promise to fund a public policy liaison as soon as possible. That was done in 1998—and the upcoming move to D.C. completes the circle."

Daughters to Work...

(continued from back page)

- Find someone to talk about how the company started and why.
- Find ads describing the company and ask her what they tell her about it.
- Show her an annual report. Depending on her age and readiness, discuss the story told by the report.
- Suggest she ask five people to define 'bottom line' for her.
- Have her collect a list of words she hears during the day that you can discuss with her later.
- Ask her which jobs she can imagine herself in and why.

For more, call the Ms. Foundation for Women at 212-742-2300 or 800-676-7780.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondant for SAN. This report is written exclusively for SAN readers.

21st CCLC Could Lose 50%

A billion dollars for the 21st Century Community Learning Centers in new fiscal year? While that is how much Congress officially appropriated, new flexibility rules mean school districts could wind up spending a lot more -- or a lot less. The Leave No Child Behind Act (H.R. 1) recently signed by President George W. Bush emphasizes flexibility in state and local decisionmaking. And this means that states can spend a lot more – or a lot less on school-age programs than officially appropriated.

Transfer Up To 50%

Previous law only allowed school districts to transfer 5% of funding among programs, but they now can transfer up to 50%. The new law also gives states the same power to move half their funds from one program to another. Not only that, but states and districts no longer have to get federal permission to transfer the funds or meet any of the rules the Dept. of Education (DoE) had imposed. The 21st Century program is only guaranteed to get about $500 million this year. But it could also get an unlimited amount more. The same is true for the $472 million in state grants appropriated under the Safe & Drug Free Schools program, which schools can use for before- and after-school programs.

Shift to Teacher Training, etc.

State and local grantees now can shift money between these programs and teacher training, technology, and other earmarked grant programs. The flexibility rules do not apply to Title I, except some state administrative money. Nor do they apply to the Child Care & Development Block Grant or any program not operated by DoE's Office of Elementary & Secondary Education.

Demos Have Wider Discretion

Some states and districts could have even more flexibility. Seven yet-to-be-named states could participate in State Flexibility Demonstration Projects, waiving most Elementary & Secondary Education Act rules and allowing them to use their funds for any authorized elementary or secondary education purpose. These states and districts are freed from the paperwork and rules of even previous waiver demos. They don't even have to show they are improving student achievement more than other states. The projects can include the Innovate Programs Block Grant, state administration components of Title I, teacher quality, technology, SDFS, 21st Century Community Learning Centers, etc. All participating states need to do is to report annually to DoE on how they're spending the dough. They need not spend a dime for school-age programs. But they could spend more.

They need not spend a dime for school-age programs. But they could spend more.

The bill also allows DoE to approve up to 150 local flexibility demonstration projects. Local school districts could get almost all federal education rules waived if they sign an "accountability contract" with DoE and promise to improve student achievement. The final agreement went beyond the number of demos previously approved either by the House (100) or Senate (25). These districts could pretty much use their share of federal education money for whatever they wanted.

Some of these states and districts could get even more freedom. Participating states could work with up to 10 local school districts on joint State-Local Flexibility Partnerships. In these cases, state and local governments could each use their share of federal funding for any purpose.

SAC CONFERENCES

NATIONAL March 7-9, 2002
14th Annual NSACA Conference, Memphis, TN
Contact: 800-606-0061, www.nsaca.org

MASSACHUSETTS April 5-6, 2002
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

FLORIDA April 5-6, 2002
Florida Children's Forum SAC, Orlando
Contact: Jen Faber 941-489-4386 or jlpfaber@aol.com

CALIFORNIA April 11-13, 2002
20th Annual California SAC, Universal City Sheraton
Contact: 415-957-9775, www.calsac.org

WEST VIRGINIA April 15-17, 2002
WV School Day Plus, Group 1, Backwater State Park
WEST VIRGINIA April 17-19, 2002
WV School Day Plus, Group 2, Pipestream
Contact: alyorcena@childcarechoices.com, or call Alycia at 419-468-7581

PENNSYLVANIA: April 20, 2002
PennSACCA Conference, Millersville
Contact: Lauren Haag 814-867-7890 or lbh@penn.com

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or www.yale.edu/21c/train/conf/conf.html

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RESOURCES

Tips for Taking Our Daughters to Work

Take Our Daughters to Work Day was established by the Ms. Foundation in 1992. Encourage parents to take their children to work with them or for others in the community to do so. The official day takes place the fourth Thursday in April. "No More Frogs to Kiss: 99 Ways to Give Economic Power to Girls" (Godfrey, Harper Business. 1995.) suggests the following guidelines:

- Arrange for her to interview people in charge of products or services.
- Invite her to attend a staff meeting, and ask her opinion on the agenda items.
- Suggest she write a report on the visit for her school paper: what did she see, what did she like, what didn't she like?

(continued on page 6)

New Staff Training Book

Next month, the School-Age NOTES will feature excerpts from it's new publication, *Training New After-School Staff*, by Roberta Newman. Meant for those new to school-age care, it provides easy checklists, worksheets and valuable insights into the world of school-age care. It is perfect for new staff orientation and training. 64 pages. $16.95 ($14.95 for subscribers) plus $4.50 shipping and handling. Special discount for 3 or more.

See you in Memphis! Stop by our booth, #30, at the NSACA conference March 7-9, 2002.

Fiance Project

The Finance Project as two new publications available on their website:
Financing Transportation Services to Support Out-of-School Time and Community School Inititatives
www.financeproject.org/brief9.htm
Using Community Development Block Grant to Finance Out-of-School Time and Community School Initiatives:
www.financeproject.org/brief8.htm

Want to go to New Zealand?

The Early Childhood Council is holding its annual conference in Rotorua, New Zealand on April 4-7, 2002, just before the World Forum on Early Care and Education takes place in Auckland, New Zealand on April 9-12, 2002. For details, contact admin@ece.org.nz and for the World Forum, go to:
www.ChildCareExchange.com

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Training New Staff: How to Have a Great First Day

As you move closer to summer, you undoubtably have new staff coming into your program, or you may have a high turnover rate that causes training to stay on your mind regardless of the time of the year. The following has been compiled from Roberta Newman's new book Training After-School Staff: Welcome to the World of School-Age Care, *now available from School-Age NOTES. See the end of the article for ordering information.*

One of the most important tools you have on your first day as a school-age care staff member is information. Be it facts about your program, a clear understanding of your job responsibilities, or what your director sees as staff do's and don't's, there are things that you need to know to be well-equiped. Newman's book contains many helpful checklists, and is a workbook of sorts to introduce new staff to the world of school-age care in a clear and concise manner.

The following is just a small excerpt, but may help your new staff have a great first day.

Tips for Building a Positive Relationship with Children from the First Moment

Staff who are successful in school-age programs work hard at building positive relationships with all children and youth. Relationship building starts the first time you interact with a child. Listed below are some ideas for reaching out to children and youth in your program on the first day of service.

Relationship building starts the first time you interact with a child.

- **Greet each child with a friendly smile.**
- **Use name tags to help you learn children's names;** be sure to use names when talking with children as soon as possible.
- **Learn at least one strategy you can use the first day to get children's attention, gather them into a group, or prepare for a transition to another activity or area.** (For example, in a quiet voice say, "If you can hear me, tap your head." (Begin lightly tapping your own head. Kids standing close by are likely to begin tapping their heads right away.) Continue tapping your head and repeat the request again. (A few more kids will join in.) Continue tapping your head and repeating the phrase until you have everyone's attention. Variations include, "If you can hear me, clap twice... touch your toes... snap your fingers... say Oh yeah!... etc."
- **Express enthusiasm and excitement about what you and the children will be doing together.** Give them

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Advocate for Child's Play

by Marsha Faryniarz

The other night, as I was busily cleaning up the Sunday dinner dishes, my attention was diverted to something I overheard from the news broadcast in the other room. "After-school tutoring programs are on the rise as a growing number of parents demand more hours of education for their children... more to come, after this message." I immediately ran into the next room and watched the newscast. What I saw, I already knew. Many for-profit programs are coming into schools with the promise of offering children more of what they already have for six or seven hours each day—academics.

The story showed parents disillusioned with the quality and quantity of education their children are receiving. They worry whether their children will be able to compete in a competitive market for the best jobs if they don't get the best grades. With good intentions, these parents, enrolling children in "tutoring" programs, feel it necessary to extend the hours their children receive formal education. Under the guise that they will later reap the benefits of a high-paying job, they tout the philosophy that children just "playing" after

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Training...

(continued from front page)

a "tour" of their environment. Review the schedule of activities. Invite them to tell you about things they like to do.

- **Set a positive tone:** Talk briefly with children about how they would like to be treated and invite suggestions about ways everyone can get along. Stress principles and values such as listening to the ideas and concerns of others, sharing, cooperating, showing respect, politeness, kindness and patience.

- **Talk with children about your program's established rules and limits, stressing safety issues.** Invite children to give suggestions about other rules and limits which would keep everyone safe and happy. Write down their ideas—keep them brief, to the point, and help children state them positively. (For example, instead of "No mean teasing," suggest "Be kind to each other.") Post the children's ideas in a visible spot as a reminder.

- **If you are responsible for planning or leading games or activities, be prepared** with all the resources you will need and make a plan for how you will get the activity started.

- **Be sure you know how to use your program's system for keeping track of children's whereabouts.** Remember, you are accountable.

- **Be sure you know who each child may be released to when it's time to leave the program.** Check release policies and forms in advance.

Tips for Success During the First Few Months

- **Recognize that there is a lot to learn.** Don't make assumptions until you know the facts.

- **Ask lots of questions.** When you don't know what to do, go to your supervisor or a mentor who has been assigned to help you.

- **Exercise resourcefulness.** Review program policies and support systems designed to help you and make use of them. Make the most of resources around you—coworkers, activity books, tapes and training videos, workshops related to school-age care. Explore program materials and equipment and learn how to use them.

- **Face issues directly; communicate politely and openly.** Avoid gossip. Avoid making assumptions about the intentions and motives of others. Look for guidance and information from reliable sources.

Roberta L. Newman has worked as a school-age care director, trainer, and developer of curriculum materials for school-age programs. As a school-age director, she founded a program-wide parent advisory group and initiated a broad range of programs designed to build positive relationships with families.

Training New After-School Staff

Training New After-School Staff: Welcome to the World of School-Age Care is $16.95 plus $4.50 shipping and handling for non-subscribers, but subscribers to the School-Age NOTES newsletter can order it for the discounted price of $14.95 plus $4.50 shipping and handling. By ordering ten or more copies, you can receive the further discounted price of $12.95 each plus the appropriate shipping and handling as per the table below. Call for foreign pricing. 1-615-279-0700

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$0 - 25.99	$4.50
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$51- 85.99	$6.50
$86- 800	8% of total order

The Many Roles of a School-Age Staffer

by Roberta Newman

A school-age staffer has many diverse roles. They are:

Activity Leader: When you introduce a new game in the gym or outdoors, involve children in a group art project, or conduct a science experiment.

Facilitator: When you help children make choices about what to do, help them find resources to support activities, or help them redirect their activities in a positive direction.

Teacher: When you teach children a song, a dance step, how to use a microscope, how to serve a volleyball, how to weave, how to use new software, or other new skills, methods, or techniques.

Participant: When you play a board game with children, join them for a game of kickball, do an act in their talent show, learn magic tricks with them, or add your artistic expression to a group mural.

Problem Solver: When you help children figure out how to fix something, think of ways to share gym

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Defending Play...

(continued from front page)

school are wasting what could be precious hours for more learning!

This saddens and worries me. Are we really willing to give up their freedom in childhood in return for what is perceived as the guarantee of a "financially secure" adulthood? Because that is what we are doing. After-school and weekends are the only times kids get to do what kids do best—play. Childhood is a fleeting moment in the span of our lives. However, it is one of, if not the most important. Out-of-school time is when children dream, imagine and play without being criticized, graded or grouped according to ability. Childhood is a time of fun, exploration, choices and wonder. I am not so sure that spending your entire childhood pursuing academic excellence each day encompasses all that being a child is.

A happy and secure childhood gives us the tools we need to take on worries, responsibilities and challenges of adulthood. Children need a time without unavoidable responsibilities and commitments. How else can they function as adults?

If the real issue for parents is that their child is not learning in school, then the school should be the focus of change. Parents need to find out why their children are not learning within the existing system, sitting in the classroom for six hours a day. Is the style of the teacher or the structure of the classroom not working for the child? Do schools need more money, more staff or higher standards? If so, work with the schools so that they can provide the best for all children. A good school experience during the day allows children to be "just a kid" when the school bell rings.

A child's potential may not live up to the standards put forth by the parents. It is possible that more tutoring and more hours toiling over academics will not produce a straight 'A' report card. Not everything is reflected in the classroom, and even presidents have had mediocre grades. Every child shines in different areas and if we could help parents to accept this notion, we could make a lot of lives much easier.

By definition, a quality school-age program offers plenty of learning but does so in a way that enables the child to learn through play and does not come with grades and expectations. It is one that offers quality choices that meet the developmental needs of the children, encourages learning and exploration and does so in a manner, and, this is critical, that it is fun. A child should be able to determine how s/he spends the after-school hours. If they choose to do homework all afternoon, fine, ensure they have space and time to do homework. If they choose to play soccer, build forts, join the photography club or just sit there quietly and build with blocks, then let them. This is precious time that they will never get back again. It is their childhood. Everyone is entitled to a time in their life when they can play. I would bet that as many lessons are learned playing a cooperative game or building a block structure as writing a book report or having their nose in a math book. Are they both equally important? You bet they are! However, one should never be sacrificed for the other.

School-age professionals owe it to the children and families they serve to ensure that programs are of the highest quality and that there are quality activity choices offered each day to ensure that children are playing and learning while having fun. We need to educate parents to the importance of play and how much learning takes place when children engage in developmentally appropriate play each day. Most of all, we owe it to the children to advocate for their childhood and to fill it with lots of discovery, learning, and yes... PLAY! "Childhood is not preparation for life... It is life," says James, age 9 in H. Jackson Brown, Jr.'s *Wit and Wisdom from The Peanut Butter Gang*.

Marsha Faryniarz is the Senior Director of School-Age Programs for the Greater Burlington YMCA in Vermont.

Cinco de Mayo

by Alycia Orcena

Literature:

Fiesta by June Behrens
Pancho's Piñata by Stefan Czernecki
El Gusto del Mercado Mexicano/The Taste of the Mexican Market by Nancy Maria Grande Tabor
Cinco de Mayo by Janet Ruhecky
The Piñata Maker by George Cincona
Viva Mexico by Argentina Palacios
Big Bushy Mustache by Gary Soto

Websites:

www.moonchildren.com/cincodemayo/

www.vivacincodemayo.org/history.htm

soil-physics.nmsu.edu/vista/esl/m5_hstry.html

www.zianet.com/hatchelementary/Cinco.html

star.ucc.nau.edu/ES/g1voc.html

intergate.bcsd.k12.ca.us/fremont/h5mayo.htm

Simon Says

Try some of the following words and then plan a game of Simon Says!!

Hola	Hello
Buenos dias	Good morning
¿Como estas?	How are you?
Muy bien, gracias	Very well, thanks
¿Y usted?	And you?
Adios	Good-bye
Hasta luego	See you later
Escuchen	Listen
El cuerpo	The body
La cabeza	The head
El cabello	The hair
Los ojos	The eyes
La nariz	The nose
La boca	The mouth
Toca	Touch
Simon dice	Simon says

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May Day

People in England sing and dance around a Maypole decorated with ribbons to celebrate the coming of spring time. Teach your children the following chant to use with their maypole dances:

In and out, in and out
Weave the ribbons tight
Round the Maypole we will dance
To the left and to the right

Medieval May

Hourglasses

You will need: 2 bottles the same size, sand, clear packaging tape

Wash and dry the two bottles. Fill one bottle half way with sand. Put the other bottle on top with the mouths of the bottles together. Tape securely in place.

Royal Scrolls

You will need: white or parchment paper, thin ribbon, pens/markers

Write a code of honor, words to live by, rules of the program, etc on the piece of paper. Roll into a scroll and tie with a ribbon. Have another child act as a herald and read the scroll to the group.

Castles

You will need: empty cardboard boxes, cardboard toilet paper tubes, tape/glue, construction paper, markers, paper towel tubes, toothpicks

Build your own castle out of cardboard boxes, using the tubes for the turrets. Add flags or pennants to the towers. Create a drawbridge, moat, or whatever your castle needs to keep the king and queen safe.

Coat of Arms

You will need: cut out of a crest

Decorate the royal crest with symbols, colors and designs that best describe your family.

Hunt the Slipper

Children gather in a circle with a slipper or a shoe. One child, the Slipper Sole, stands in the middle holding the slipper, as the others pretend to be cobblers, sewing and hammering shoes. Slipper Sole hands the shoe to one of the cobblers; then, closes his/her eyes and chants: *Cobbler! Cobbler! Mend my shoe! Fix it up and make it new! One, two, three, four stitches will do!* As Slipper Sole chants the children pass the shoe around the circle, behind their backs trying to hide it. (You can also do this sitting on the floor and pass it underneath the knees.) When the Slipper Sole finishes chanting, the slipper stops and the cobblers go back to sewing. Slipper Sole must guess who has the slipper. If correct that cobbler becomes Slipper Sole, if incorrect Slipper Sole tries again.

Capture the Flag

Each team receives an equal number of players and their own flag. Both teams hide their flags. Player tag each other when the opposing team tries to get near the flag they are protecting and when tagged, they become the 'prisoner' of the other team and freeze in place. Prisoners must be tagged by one of their own team members to be set free. The goal is to catch all of the other team members or their flag and carry it back to your base.

Knights, Dragons, and Damsels

Divide players into two teams. After a team discussion, the players line up facing each other. They chant Knights, Dragons, and Damsels and then pretend to be one of the three. Knights beat Dragons, Dragons beat Damsels, and Damsels beat Knights- whoever "beats" the other team must then chase the team to their home base. Any one tagged now belongs to the other team.

Things to Make

Clean Mud

You need: Warm water (warm enough to melt snow),1 bar of soap, 1 roll white toilet paper

Tear the toilet paper into small pieces. Use a cheese grater and grate the bar of soap into a bowl. Add the torn up paper. Mix. Add the warm water a little bit at a time while mixing the toilet paper and soap together. You have added enough water when the mixture begins to feel like a thick cool whip. The more you play with it the fluffier it becomes.

Spolongee

You need: 3 large sponges (use different colors), 1 plastic cable tie

Cut each sponge into thirds lengthwise. Stack the cut sponges on top of each other in three rows of three. Grab the stack of sponges in the center and twist the stack once. Secure a plastic cable tie around the center of the twisted stack, pull it as tight as possible. Trim the cable. You now have your own spolongee that makes a great bath puff for Mother's Day.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, OH. Illustrations by *Julie Sorensen* of Londonderry, NH.

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

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MAY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
BE KIND TO ANIMALS	The first full week of May is Be Kind to Animals Week, sponsored by the American Veterinary Association. Visit their website at: www.avma.org	Punch two holes in the top of an empty toilet tube. Spread peanut butter around the tube. Roll in bird seed. Attach a string through the holes, and hang for your feathered friends.	Create a fundraiser for your program by offering a Dog Wash or a Dog walking program. Create your own 'business' even if it's for stuffed animal dogs!!	Write a book with illustrations about your pet or favorite animal. If you have a pet, keep a daily journal of their activity and what you do with them.	Create a miniature zoo. Use small containers, plants, and stones to create natural habitats. Model animals out of clay or play dough for your zoo.
MAY DAY	May 1st is May Day, linked to the ancient Roman festival of Floralia – a celebration of spring time and growth. Make a list of growing thigns in your program.	Stand in a circle around a pole. Teach children the chant on the previous page. Dance around the maypole weaving the ribbons while saying the chant.	Have a tagger walk around the outside of the Maypole circle tapping children during the rhyme – at the end of the rhyme the last child tapped chases the tagger.	In Hawaii cities hold lei making contests for May Day. Cut out flower shapes from paper, punch holes in the center and thread on a piece of yarn.	Make a may day basket from supplies that you have handy. Fill with real or paper flowers. Give it to a loved one or hang on the door of a neighbor.
CINCO DE MAYO	May 5th is celebrated as Cinco de Mayo a celebration for when the Mexican army defeated Napoleon III and France in the Battle of Puebla. Time to FIESTA!	Gather some familiar stories that are translated in Spanish. Let the children pick out familiar words, and retell the story. Check your local library.	Create a list of famous Hispanics. Have each child select a person. Research and write an autobiography, create illustrations, and historic timelines.	Visit your local library for Mexican music to play for the children to dance during your Fiesta! Create a full Mexican menu with lots of samples.	Create replicas of the Mexican flag to display around your program. Make a piñata for your fiesta. Invite children to dress in red, green and white for your Fiesta!
MOTHER'S DAY	The second Sunday in May is Mother's Day. A time to celebrate your mother or other female adult in your life.	Create thank you placemats for moms. Have each child write: "Thank you, for..." Decorate. Laminate or cover with clear contact paper.	Paint flowers on a small baby food glass jar. Let dry. Tie a ribbon around the rim. Place a votive or tealight candle inside.	Invite mothers, grandmothers, and other special adults for afternoon tea. Make sandwiches, small cookies, and punch. Make small tea bag favors.	Purchase cardboard picture frames or cut from heavy poster board. Decorate and paint the frames. Attach a picture of yourself.
OVER THE RAINBOW	Frank Lyman Baum, author of the Wizard of Oz was born May 15, 1886. Celebrate his day by reading the Wizard of Oz and some of his other books.	Cut out a white cloud, and glue strips of paper for each color in a rainbow. Write the child's name on the cloud and a skill that begins with each letter of their name.	Watch the Wizard of Oz. List the characters in the story. Could there have been other characters not mentioned in the story? Make a list. Draw pictures. Write a character description.	Put a jump rope on the floor with a sign for YES on one side and a sign for NO. Ask character judgment questions and have them stand on the side for their answers: Did Dorothy have to run away?	Create a Wizard of Oz – dance line! Play some fun music, and in 2 lines facing each other, two people dance down the center of the lines as their favorite character.
MEMORIAL DAY	The last Monday in May is Memorial Day – a day to remember those who gave their lives in service to protect our country. Set aside some time today to talk about what that means.	Invite a veteran to speak to your program about why Memorial Day is special to them. Before the visit discuss the history of the war that they were involved. Send thank you cards.	Patriotic windsock. Cut 1" strips from white, red, and blue plastic table cloths and some foam stars. Staple stars to a piece of foam and strips of plastic along the bottom. Staple the sides together. Hang.	Paint a flower pot with red and white strips around the bottom. Pain the rim blue. Once dry, add white stars. Plant a flower for your windowsill or as a gift.	Cut out five pointed stars from red, white, and blue, or even gold or silver, shiny paper. Staple each star to a piece of string/yarn. Hang the star garlands around your program.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondant for SAN. This report is written exclusively for SAN readers.

Volunteers for America!

If you're looking for any increase in federal support next year, you'll have to use it to round up volunteers to work in your program. At least this is what the Bush Administration budget hints. The federal government is running a deficit, running a war, and running a campaign to boost homeland security. Therefore, the administration submitted an FY 03 budget to Congress that provides no added money for school-age care per se.

Republicans in Congress have been trying to kill the Corp. for National & Community Service (CNCS) for years. President Bush, however, proposed major gains for this agency, which places an emphasis on funding projects that place volunteers in school-age programs. As a governor, Bush saw the benefits of AmeriCorps, and he now seeks a 40% expansion of the program founded by his predecessor Bill Clinton.

Bush seeks to expand AmeriCorps by 50% to 75,000 members next year – and to leverage 75,000 community volunteers for non-profits who aren't members. The administration plans to propose a Citizen Service Act to authorize expanded CNCS activities.

Most volunteers are young people who work a year for a stipend and tuition benefits for higher education. Bush's proposal would encourage senior citizens to volunteer by letting them choose another recipient (such as a grandchild) to use their scholarship benefits. The president's proposal includes giving state CNCS commissions an increase of $138 million in grants.

Bush also proposes a $55 million Special Volunteer Program to support senior citizens working in youth and other community service programs.

Other Bush Recommendations

Elsewhere, it will be up to Congress to increase funding. Bush proposes the same level of funds as the previous year for other major sources of school-age funds, such as the Child Care & Development Block Grant (CCDBG) and the Social Services Block Grant (SSBG).

According to Bush's suggestions, the Temporary Assistance for Needy Families, the main welfare grant, would get an increase of $2.32 billion.

The 21st Century Community Learning Centers would get only $1 billion, though authorizing legislation allows $1.5 billion.

Bush proposes $142 million for Safe & Drug-Free Schools State Grants; a $10 million increase for Federal Activities and Evaluations; and cut in half for National Coordinator Programs funding. Grantees can use the funds for security and drug/safety education in extended day programs.

Meanwhile, the Department of Justice is focusing on emergencies and terrorism– with some cuts in youth programs. It requests $11 million for Gang Free Schools & Communities grants, $9 million for Mentoring, $94 million for Incentive Grants for Local Delinquency Prevention, and $1.4 million for Law Enforcement Family Support, which can pay for school-age care for police officers.

Boys & Girls Clubs would still get support, but under a different program. The administration proposes a new Justice Assistance Grant Program, which would earmark $60 million for the clubs.

Elsewhere, the administration plans to end the Environmental Education Grants program at the Environmental Protection Agency. Instead, it would merge the funding into the National Science Foundation's $200 million Math & Science Partnerships. The program gives grants of between $100,000 and $1.5 million/year for developing curriculum, teacher training, etc. in math and science, including in after-school programs.

Finally, the Department of Housing & Urban Development (HUD) seeks $55 million for the Resident Opportunity & Self-Sufficiency Program. Residents of public and Native American housing could receive support services such as school-age care to help them become financially independent. HUD also requests $95 million increase for the Community Development Block Grant.

Roles...

(continued from page 2)

space, find a way to save and display ongoing projects, or develop a plan for sharing materials and equipment.

Mediator: When you help children talk through their problems before someone gets hurt, help children talk to each other about their feelings, or help children make amends when they have damaged another child's project or personal property.

Observer: When you pay close attention to what children are saying or doing and use your observations to plan program activities and experiences which match their needs and interests.

Listener: When you spend time learning what children like to do, what they care about, and how they are feeling about themselves and others.

Coach: When you help children work together as a team, assess their readiness to learn new skills, provide them with just the right amount of challenge and opportunity, and encourage them to keep trying.

Collaborator: When you join with children to form a special club, build a fort on the playground, or work with children to plan and carry out a talent show, game day, or celebration.

Role Model: When you handle problems calmly; communicate politely; demonstrate good sportsmanship and teamwork; extend friendship and kindness to everyone; exhibit patience and care when learning how to do something new; treat program materials, equipment, and facilities with care.

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Asian Pacific American Heritage Month

by Caulyne Burton

Over twenty years ago, President Jimmy Carter signed a resolution to create the first Asian Pacific American Heritage Week as May 4-10, 1979. In 1990, President George Bush signed an extension that created a month-long observance. In 1992, May was designated officially as Asian Pacific American Heritage Month. Therefore, we have compiled a group of web sites so you can observe this month with your school-agers.

Asian Pacific Americans is the collective term for Americans with an Asian or Pacific Islander heritage. It is important to remember that Asian Pacific Americans are not a single group, but are made up of more than 25 distinct groups. Each group speaks a different language and each has their own rich history. Everywhere from mainland China to the islands of Indonesia to Hawaii are included in this grouping.

Possible topics can be explored through the links below, but do not forget some of these other topics: Buddhism, the importance of rice culturally and economically, folk tales, theater in Bali, silks, ceramics, water travel, flora and fauna, Kabuki theater, and more!

Visit your library and see what you can find. In fact, you can invite several speakers from your community to compare cultural traditions. Explore the geographic and cultural diversity of these groups. Explore the geographic and cultural diversity that we collectively call Asian Pacific Americans.

New York Public Library
http://www.nypl.org/branch/kids/asian/asian.html

Asian American History Timeline
http://www.infoplease.com/spot/asiantimeline1.html

The History of Tea
http://www.infoplease.com/spot/tea1.html

Asian Foods Primer
http://www.infoplease.com/spot/asianfoods1.html

Girl Power! Asian Pacific American Heritage Month
http://www.girlpower.gov/girlarea/05may/asianmonth99.htm

Facts from the Census Bureau
http://www.census.gov/Press-Release/www/2000/cb00ff05.html

Recommended Reading
http://www.lvccld.org/events/apahm/recommended_reading.htm

Vietnamese Folk Songs and Music
http://ksvn.com/folk/index.htm

Japanese Art
http://www.euronet.nl/users/artnv/Japart.index.html

Chinese Caligraphy
http://www.chinapage.com/calligraphy.html

SAC CONFERENCES

MASSACHUSETTS Ap il 5-6, 2002
5th Annual Statewide Conference, Marlborough
Contact: sfletcher@mas-sac.org, 617-522-9563

FLORIDA April 5-6, 2002
Florida Children's Forum SAC, Orlando
Contact: Jen Faber 941-489-4386 or jlpfaber@aol.com

MASSACHUSETTS April 6, 2002
Massachusetts School-Age Coalition Conference
Contact: 617-522-9550 or www.mass-sac.org

CALIFORNIA April 11-13, 2002
20th Annual California SAC, Universal City Sheraton
Contact: 415-957-9775, www.calsac.org

WEST VIRGINIA April 15-17, 2002
WV School Day Plus, Group 1, Backwater State Park
WEST VIRGINIA April 17-19, 2002
WV School Day Plus, Group 2, Pipestream
Contact: alyorcena@childcarechoices.com, or call Alycia at 419-468-7581

PENNSYLVANIA: April 20, 2002
PennSACCA Conference, Millersville
Contact: Lauren Haag 814-867-7890 or lbh@penn.com

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or www.yale.edu/21c/train/conf/conf.html

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

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RESOURCES

Earth Day

April 20th is Earth Day. Find Earth-saving activities at the Kids for Saving Earth website.

www.kidsforsavingearth.org

New NIOST Website

The National Institute for Out-of-School Time (NIOST) is pleased to announce its new web site:

www.niost.org

They have fully updated material on their site, as well as new publication downloads, a section on research and policy, and even more links.

On the site, you can also find more information about their Summer Seminars, which will take place July 22 - 26, 2002 at the John Hancock Conference Center in Boston, MA. For more information,contact:

lcowley@wellesley.edu

New Staff Training Book

This month, the School-Age NOTES featured excerpts from it's new publication, *Training New After-School Staff*, by Roberta Newman. Meant for those new to school-age care, it provides easy checklists, worksheets and valuable insights into the world of school-age care. It is perfect for new staff orientation and training. 64 pages. $16.95 ($14.95 for subscribers) plus $4.50 shipping and handling. Special discount for 10 or more.

Surviving Summer

The Florida Children's Forum is offering a 'Survive the Summer 2002' training series in May. For more information, contact Jennifer Faber at jlpfaber@aol.com or visit:

www.fcforum.com

Cinco de Mayo and Asian Pacific American Heritage Month Ideas Inside!

SPARK! Programs

Sports, Play and Active Recreation for Kids, (SPARK) offers comprehensive physical activity training and curriculum to address the nation's public health needs through enhancing physical activity opportunities for youth during after-school programs. For more information, visit their website at:

www.foundation.sdsu.edu/projects/spark

Volume XXII #9 The Newsletter for School-Age Care Professionals May 2002

School-Age NOTES

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10 Tips for a Successful Summer

by Alycia Orcena

Spring is here, and summer is just around the corner. Ask any school-ager how many days until summer and they can tell you up to the day, hour and maybe even the minute. For many school-age care providers summer brings fond memories of summers past, for others anticipation and, well, perhaps fear. Here are 10 tips that both the seasoned school-age professional and the novice can use as they approach their summer programs.

1. Don't Forget the Basics

Lap, cap, and nap…during the summer heat, staff and school-agers alike need a constant intake of water – so lap it up! Invite children to keep water bottles with them on field trips and during outdoor play. As well as drinking lots of water while playing outdoors, school-agers need to have their skin, head and eyes protected from the hot summer sun. Remember to lather up with sunscreen before heading to the pool, keep a hat and cool shades on during outdoor play. Create some outdoor shade if your program doesn't have natural shade for cooling off periods. Staff and school-agers alike need some rest time – either during activity periods or after lunch. Take a break from everyone by providing some quiet activities.

2. Bring it on Home

Bring comforts of home into your summer program: video games, board games, the occasional TV viewing time. Use dishes and plastic tablecloths during lunchtime, even if they are brown bagging, to create that sense of 'home.'

3. Hiring Staff

If you are having difficulty hiring staff for your summer program, try using the words: recreational leader, camp counselors, youth mentors, or teacher aides. Post job descriptions and ads in high schools (for graduating seniors), local churches and colleges.

4. Staff Orientation

Make time for staff orientation. You may be faced with hiring young staff who have little or no experience working with children and adolescents. Make your expectations very clear. Use some team-building strategies to create open communication with your staff. If your budget allows, over-staff so that you can allow for more small-group and one-on-one interactions.

5. Bag o' Tricks

Create a 'bag' of simple games, activity sheets, songs, silly jokes and craft kits to have at all times. You never know when it will rain 10 days in a row, the bus will be late to pick-up from the zoo, or the van will break down on the freeway. Have an activity that you can do quickly to keep everyone calm.

6. Rock 'n Roll all Night

Summer is the time for concerts. With many bands from the 70's and 80's

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NSACA

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New Exec - Who

Mark L. Carter, of Baltimore, Maryland, has been selected as the new Executive Director for the National School-Age Care Alliance (NSACA). Introduced to the membership at its annual conference in March, "Mark comes to NSACA with a wealth of experience, work creativity, constancy to purpose, strategic thinking and inspired leadership," according to NSACA's announcement distributed at the conference.

His academic background includes a Bachelor's Degree in Social Work from Temple University and a MSW from the University of Pennsylvania. His professional background includes serving as executive director of Baltimore Bridging Resources Assets and Vital Organizations (B.BRAVO) for Youth, which developed capacity-building organizations to serve Baltimore's after-school movement. He has been the

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Yes, Learning Happens! So Does Development!

We know that in quality school-age programs, learning is taking place and developmental needs are being met. It is not always obvious to parents and educators. They often do not recognize learning and developmental skills taking place in environments where play, fun, and noise happen. The following skit about educating parents, schools and communities as to how quality care impacts the whole child was presented in a workshop by Janeal Roberts of Medallion School Partnerships and Rich Scofield of SAN at the NSACA conference in Memphis.

PRINCIPAL: So, what's happening in the program today? The children are kind of loud; aren't they?

DIRECTOR: It's really exciting! There are so many of the kids' developmental needs being met. We are doing a theme on old-time games—we got the parents involved by asking them to tell the kids what they used to play. Over there, they are playing Red Light, Green Light—that helps them with their PHYSICAL DEVELOPMENT because they have to coordinate what they see and hear with their physical movements of starting and stopping. It helps their EMOTIONAL DEVELOPMENT because they have opportunities to take the risk of getting caught when moving up quickly and learn how to deal with the disappointment of their risk not paying off. It also helps their SOCIAL DEVELOPMENT in getting along with others because they are learning that no one likes a poor loser if they complain about getting caught. And the kids over there are just relaxing, not doing anything because we know from research that reflective time is important in helping them retain and understand new information as well as important in developing their imagination. Chip Wood, the noted educator, says that without time to reflect, we will lose our future philosophers, scientists and artists.

PRINCIPAL: When are the children going to do something educational like you promised?

DIRECTOR: Within our Old Time Games theme, those kids over there are playing the card game Concentration which helps them develop strategies

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Summer Tips

(continued from front page)

joining the tour circuit again, as well as the bands of today – many school-agers will probably attend some kind of concert this summer either with parents or friends. Keep an open mind to talk about the event with them, what did they see, experience and see. Use this as a great opportunity to communicate with your school-agers about appropriate behavior for their age.

7. What's the Rule?

The first day of your summer program, sit down with the children and use their input to create the rules of the programs. You should only have 4 or 5 basic rules. Don't worry, they will come up with the biggies! Consolidate their long list on a large sheet of paper. Then ask them for logical consequences for each rule. List the consequences on paper as well. Post both the rules and the consequences where children can see them. Use this as a tool for discipline prevention, intervention and consequence.

8. But What Do the Kids Want to Do?

As much as you plan for your summer program, being in 'child care' is the last place that most school-agers want to be. During your staff orientation, ask staff members to think back to when they were seven, nine, or twelve and what activities did they enjoy doing in the summer. Once the children arrive, have staff and children develop activity ideas, field trips and projects together.

9. Routine

Children from birth on up find comfort and security in a routine. Post the basic daily schedule where children can see. Post information daily/weekly regarding snacks, field trips, special speakers, projects, etc.

10. Responsibility

Encourage responsibility by assigning (or asking for volunteers for) a variety of general tasks. Transporting equipment, clean-up crew (pit crew), pool towel patrol, bus attendance, lunch time set up, etc.

Don't let stress get the best of you this summer holiday season. You and your staff will be working long hours in hot weather. Take some time to relax and enjoy yourself. Don't just watch the kids play, play with them. Enjoy it! It's summer!

Alycia Orcena, of Marion Ohio, is a regular contributor to SAN.

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Out-of-School Time Programs: Links to Learning

by Ellen Gannett and Brooke Harvey, NIOST

After-school programs have traditionally met the needs of working families by providing children and youth safe places to engage in a broad range of activities allowing them to develop skills, experiment with talents, exercise independence and socialize among peers.

Parents and young people have also used after-school programs for enrichment and remedial opportunities. Yet, lately, the concept of "learning" in after-school programs has become an increasingly complex issue for the out-of-school time field.

Now after-school providers face enormous pressure to do more to increase the academic success of young people. It is well known that after-school programs have a long and credible history of providing unique, mission-driven learning environments. However, new expectations have caused many veterans in the field to sit up and take note of the current landscape.

Across the country, education reform efforts have invested millions of dollars to support the academic achievement of students. Increasingly, funders have enlisted after-school programs as powerful partners in achieving these goals. This change in public policy, however, with its strong emphasis on standardized test scores, has changed the landscape for out-of-school programs overnight, creating a great deal of ambiguity surrounding after-school programs.

While after-school providers embrace the opportunity to be recognized for their contributions to positive child and youth development, they are also struggling.

The mounting pressure of accountability for academic outcomes has left many after-school practitioners grappling with a broad range of questions and concerns. How should the out-of-school time field align these new expectations with their holistic philosophy encompassing the broad range of needs and skills to be fostered in young people? How can programs best strengthen their contributions to desired academic outcomes while preserving the best aspects of the field's established and proven standards (NSACA Standards) for working with children and youth? What is the unique role that out-of-school time programs can play in supporting learning? Is it different from the regular school day? If so, how?

To appropriately define what learning means in out-of-school time and the role that programs can play in supporting learning is critical to the field. In fact, NSACA dedicated their entire 2002 Leadership Conference Day to the subject. Programs need guidance to appropriately meet increasing demands for academic outcomes while maintaining a program framework. A framework that enables learning and reflects their core values, meets the developmental needs of children, and is accessible and supportive of staff.

In response to this critical issue, the National Institute on Out-of-School Time (NIOST) has produced a video entitled, *Out-of-School Time Programs: Links to Learning*. Within a framework of Richard Murnane and Frank Levy's book, *Teaching The New Basic Skills: Principles for Educating Children to Thrive in a Changing Economy*, the video builds a case that after-school programs support learning. Hands-on, experiential activities support: literacy and numeracy; written and oral communication skills; problem solving and critical thinking skills; knowledge of and comfort with technology; and the ability to work with diverse groups of people.

Interviews with national researchers and community leaders make convincing arguments that high-quality after-school programs already provide opportunities for learning that are broader than academics alone. Recorded in Seattle and Boston, the video highlights a variety of programs that exemplify positive learning environments that incorporate academic subjects, but at the same time are developmentally appropriate and responsive to the individual needs of children and youth.

If you would like to order a copy of the video, please contact NIOST Publications at 781-283-2510 or visit www.niost.org.

Every-other month, the National Institute on Out-Of-School Time, a part of Wellesley College's Centers for Women, contributes an article to School-Age NOTES. NIOST is located at 106 Central Street, Wellesley, MA 02481. ***www.niost.org.***

Learning Happens

(continued from page 2)

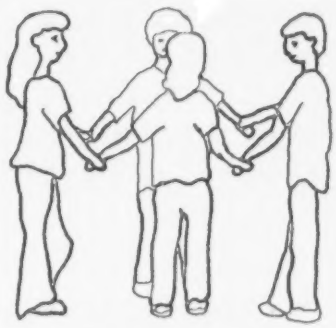
for memorizing visually and staying on task, something teachers like students to do. Over there, they are playing Twenty Questions, which helps them learn more about the world such as different animals. Plus, it helps them with COGNITIVE DEVELOPMENT to learn strategies for getting the most information from a yes/no question. We also have a group planning snacks for next week. They are putting math skills to use and learning about nutritional foods.

PRINCIPAL: It seems like you spend a lot of time playing.

DIRECTOR: Play encourages children to find out for themselves, explore, investigate, discover, create, and invent with both new and familiar materials. All things that help with learning in school. David Elkind has said that "Basically, play is nature's way of dealing with stress for children as well as adults." It allows them to be more effective, happier learners. Isn't that what we want?

Stand for Children Day

This year, Stand for Children Day is June 1st. Since 1996, local communities in every state have used this day to celebrate and create change for children in their community. In 2001, there were more than 2,500 Stand for Children events in all fifty states and the District of Columbia. For more information, go to **www.stand.org.**

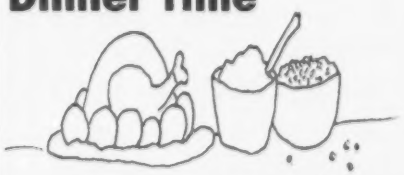


Juneteenth

"Juneteenth" is the oldest known celebration of the ending of slavery. It was June 19, 1865 when the Union soldiers arrived in Texas with the news that the war had ended and that all slaves were freed. Even though it was more than two years after Lincoln's Emancipation Proclamation, it was the first time the order could be enforced in Texas.

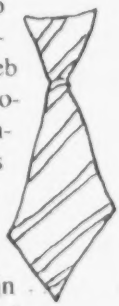
Today, Juneteenth commemorates African-American freedom and emphasizes education, self-improvement, and achievement. For more information, go to **www. juneteenth.com**

Dinner Time



June 17th is "National Eat Dinner with Your Children Day." Today, many busy families no longer eat together on a regular basis. Dinnertime is recognized as an important time for strengthening families and building communication. Advertise this special day, or better yet, get involved. Plan a program dinner (during the week before) where all parents are invited to have dinner together with their children. It can be a potluck style gathering, or perhaps the children can spend the day preparing a delicious (yet simple) homemade dinner like spaghetti, garlic bread, and salad.

Father's Day



June 17th is also Father's Day. Many opportunities exist to celeb rate this day in your program. Staff should be sensitive to the fact that this day may be difficult for children who are separated from their father or have no father figure in their home. Broaden the focus of your celebration to include all male role models . . . even for the children with fathers. Recognize the many positive figures in the lives of children today- relatives and community members. Children can make cards and gifts for all the men who have contributed to their lives in a positive way.

Magic Month

June 12th is "Magic Day". Have a magician visit your program or try these simple tricks and put on your own magic show!

Card Box Trick

Cut a small hole in the bottom right hand corner of the back side of a card box. Have someone in your audience pick a card from the deck, read it, and place it on the bottom of the deck. Without looking at the card on the bottom, carefully place the deck of cards into the box with the bottom card facing the back of the box. Tap the box three times and say your magic words. Without being obvious, look at the card through the hole. Announce to your audience the exact card the person had picked.

Crayon Mind Reading

Hand three crayons (all of different colors) to a member of the audience. Turn around and have them place one crayon in your hand behind your back. After some hard thinking and some serious mind reading, tell the audience what color the crayon is. The trick: scratch the crayon so you get a bit of colored wax under your fingernail, while you are talking and "mind reading," look at your finger to see the color of the crayon.

Cat Toys

Save the foil bags from potato chips and other snacks. Open the bag and clean it with kitchen cleaner to remove the grease. Measure about 1 inch from the top to the bag and make a line. Cut thin strips from the bottom of the bag up to the line. Roll the top edge around the top of a wooden dowel and glue into place. This shiny, crinkly "wand" is irresistible to cats.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Cara Gordon-Gillis* of Boston MA. Illustrations by *Julie Sorenson* of Londonderry NH

37 Activity Ideas

The minimum number of Activity Ideas in this issue is 37.

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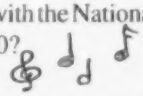
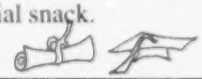
JUNE IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE DAYS	The hot air balloon was invented on June 5, 1783. Fill a small plastic grocery bag (the kind with 2 handles) with hot air from a hair-dryer. Release the bag and watch it float into the air.	Ben Franklin conducted his famous kite experiment on June 15, 1752. Now recognized as "Kite Day", celebrate by building and flying kites in your program.	International Picnic Day is celebrated on June 18th. Bring blankets and serve snack outdoors.	June 21st is the Summer Solstice and marks the beginning of summer. Celebrate with outdoor activities and create a tradition to be repeated annually in your program.	"Log Cabin Day" is celebrated on June 25th. Build log cabin dioramas with pretzel rods (held together with peanut butter) that you can enjoy, then eat when you are finished!
ADOPT A CAT MONTH	Visit a local animal shelter and learn about pet adoption and care.	Have a neighborhood or school drive to collect needed materials for your local animal shelter. Many shelters collect pet toys, old towels, and newspapers to make the animals comfortable.	Make a cat toy. See page 4 for details.	Take a poll in your program, school, or neighborhood. How many people have pets? Of those pets, how many are cats? What are the reasons people choose cats as pets?	Learn about the different breeds of house cats. How do their habits and behaviors compare to the "big cats" in the wild like lions, tigers, and leopards?
GIFTS	In honor of Father's Day have each child (or do it as a group) create a list of all the men who have made a difference in their lives. Make a plan to recognize each man with a gift, card or letter.	Make a sculpey shape for your key chain. To personalize it, press "alphabet shapes" into the clay before baking. (Press them firmly so they stay put!) Bake as directed, cool, and attach a key chain.	Giving a tie for Father's Day is a tradition. Make a colorful paper tie! Have kids cut out a tie shape from wrapping paper or plain white paper. Decorate and attach an elastic cord or a pin-back so it can be worn.	Make a "World's Best" Trophy out of a plastic wine goblet (available at party stores). Add handles to each side with pipe cleaners. Spray paint gold or silver and decorate with markers.	Warm smooth stones in an oven or in the summer sun (not too hot to handle!) and color with crayons (the wax will melt into watercolor-like designs.) Give as a paperweight.
FLAGS	June is National Flag Month and June 14th is Flag Day. Learn about flags from around the world in your program	Many people don't know the "rules" about how to display the American flag respectfully. Learn about flag etiquette and share it in your program or school newsletter.	Make your own "flag cookies" for snack. Using different colored frosting to decorate graham crackers. Try making flags from all over the world.	Using flags from around the world as "flash cards" create a game show where contestants earn points for correctly identifying international flags.	Learn about the flag alphabet (used in boating) and have the children create name-tags using individual flags for each letter.
RADIO DAYS	The radio was patented on June 2, 1896. With advances in technology, television, and the internet, spend some time focusing on this often overlooked entertainment medium.	Take a field trip to a working radio station. Learn about what a DJ does and about radio talk shows. Practice conducting an interview.	Conduct Top 10 Survey of your program. What are the favorite songs and musicians? How does this compare with the National top 10? 	Create your own old-fashioned radio show. Tape several segments complete with sound effects and cliff-hanger endings.	Create your own Radio Jingles to promote you favorite products. What makes a good jingle?
GRADUATION	Plan "keepsakes" projects to help children say goodbye to the year. Especially important for children who might not be returning to your program the following year.	Create a Yearbook. Photocopy pictures of everyone in your program. Make it large, small, color it in with markers, whatever. Make sure everyone gets his or her own copy.	Make you own Memory Game. Copy photos onto cardstock. Make sure you have two of each and play the memory game (place all cards face down and take turns looking for matches).	Make autograph books. Try doing something different like changing the shape (make a round book, or a book shaped like a letter) or use different material for your book cover.	Have a "graduation ceremony" for children leaving the program. Hand out certificates of participation and serve a special snack. 

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NSACA...

(continued from front page)

Director of Adolescent HIV Prevention Services for the New York State Department of Health. Mark comes to NSACA from the Matthews Media Group where he was vice-president responsible for, among other duties, outreach and recruitment for NIAID vaccine research studies.

Through consulting and volunteering, he has worked with groups as varied as Children's Aid Society, Annie E. Casey Foundation, United Way of Central Maryland, American Psychological Association, DC Voices, Black Men's Health Collective and the Black Women's Health Project.

New Exec - How

The national search attracted over 60 applicants with very high levels of national expertise in youth development and/or the non-profit field, including federal agencies. The search for someone to provide national leadership to the after-school profession was conducted through ads in national newspapers and job websites for non-profits Announcements were made through affiliates, allied organizations and SAN

The search committee was composed of both NSACA-affiliated individuals and outside experts in the field of youth development. Four NSACA board members were on the committee: Linda Zang, President and Committee Chair; Barbara Taylor, Vice President; Tom Zsiga, Treasurer; and Judy Nee. Beth Lobdell, interim Executive Director, represented the staff. Darci Smith of CalSAC represented the affiliates. Smith contacted NSACA affiliates for their input as to what they were looking for in an executive director. Rounding out the search committee were Dr. Joan Lombardi, who was the first Director of the federal Child Care Bureau under the Clinton Administration, and Dr. Richard Murphy, Director of the Center for Youth Development and Policy Research in Washington, DC.

The process involved winnowing the over 60 resumes to thirteen for further screening. Each was discussed in conference calls. These were then narrowed to six candidates for initial telephone interviews. Five were invited for face-to-face interviews. After reviewing both the credentials and the fit with the organization the committee selected Mark Carter. Congratulations to NSACA for a thoughtful and thorough search process and best wishes to its new executive director.

2600 @ Memphis

A record attendance of 2600 was set at the National School-Age Care Alliance Conference in Memphis in March. The 300-attendee increase over Indianapolis could be due to several factors. The events of September 11th deterred some people from flying, but it spurred others to drive. In fact, a busload of attendees came from Milwaukee - over 600 miles away.

Last year's attendance was boosted by a 25% increase in first-time attendees - 60% of the 2300 in Indianapolis. This year, first-timers were only 45% of the 2600. The appeal of Memphis brought back about 500 more past-attendees than last year. Two other factors contributed to the record attendance: the growth of the NSACA membership and the government's ever-expanding 21st Century Community Learning Centers (21st CCLC).

The Professional Leadership Day on Thursday was also the best attended. The caliber of presenters increased with the presence of some very high level youth experts such as James Young and by researchers such as Deborah Vandell. The Emerging Leaders' sessions were overflowing and characterized by exuberance.

Neither moving up the conference dates by 6 weeks nor the events of 9/11 seemed to deter conference goers. The conference moved to earlier dates to avoid a conflict with the the NSACA office's busiest time of the year for accreditation visits and evaluations. It also is no longer tied to invitations by state affiliates. Future sites will tend to stay close to the sunbelt and second tier cities which are less expensive and give better rates on hotel rooms and space. Next year it will be in Salt Lake City, Utah Feb. 27-March 1, 2003 (see below) and 2004 will be in Tampa, Florida February 26-28. After that, best bet is that it will be in the southwest in 2005.

SAC CONFERENCES

MONTANA May 17-18, 2002
2nd Annual Montana SACC, Great Falls
Contact: Laurel Hanson 406-549-1186

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or
www.yale.edu/21c/train/conf/conf.html

OLDER KIDS CONFERENCE Sept. 19-21, 2002
National Older Kids Conference, Chicago
Contact: 1-800-649-1766

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

Utah Site for 2003

The 15th Annual NSACA Conference will be in Salt Lake City, Utah February 27-March 1, 2003. Unlike the past three years using convention centers for meeting space, the SLC conference will use two hotels: the Grand America Hotel which opened in 2001 in time for the Olympics and the Little America Hotel across the street. "Opulence" is the watch word for the main site, the Grand America, with it's European-flavored ,old world craftsmanship. The Little America boasts the largest outdoor/indoor swimming pool in Salt Lake. They are a half a block away from the TRAX, the city's new light rail system that runs to the downtown shopping area and attractions—only five blocks away.

Workshops Due May 31

Workshop proposals for NSACA's Salt Lake City Conference are due May 31. Guidelines are at www.nsaca.org.

NSACA members interested in serving on a Workshop Review Committee contact the NSACA office at 617-298-5012 for an application.

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Program Profile:

The City School's High School Out-of-School Time Programming

by Gabrielle Hernandez

The City School (TCS) runs four unique and exciting out-of-school time programs located in Boston, Massachusetts. The City School, a non-profit agency, combines community service, academic study, and leadership development opportunities to a diverse group of 400 young people ages 14-18 who are concerned with social justice.

The core of TCS programs is founded in teaching young people leadership competencies through the 4 C's: Consciousness, Critical Thinking, Communication and Community Building. TCS encourages young people to identify pressing social problems, question why they exist, and then ask what can be done. Students can then form an action plan to address the issue head-on.

The City School has several programs. Youth Outreach Weekends (YOW) focus on studying homelessness. The Prison Empowerment Project (PEP) explores crime statistics, incarceration and violence prevention. The Summer Leadership Program (SLP) and The Graduates' Program offer teens long-term community service projects, mentoring and leadership development combined with rigorous academic study. The four programs offer different ways for young people to get involved with community service, while learning to think critically about complex social issues like homelessness, incarceration, addiction and violence prevention. No one is excluded from participating in our programs due to an inability to pay program fees, as we offer full and partial scholarships to families that seek financial assistance.

TCS teaches leadership development skills to empower young people to improve their community, and the rest of society, through action and advocacy. One of the key components that makes The City School such a unique organization is the diversity of the staff, youth and Board. Families and students come from many different cultures, and TCS brings together youth from different racial and economic backgrounds to study together in a new learning environment. In the 2001 SLP program, 60 students participated from 30 different schools. 60% of these students attended public high school; 20% from private school; 20% from parochial institutions. Almost half of the students were African-American (45%), with 28% Caucasian, 15% Asian-American and 10% Latino/a.

Boston Mayor Thomas Menino answers a student's question about affordable housing during a visit to TCS's Summer Leadership Program. (June 2001)

"The City School has challenged not only my ideas but has pushed me to grow as a person." Marissa Drossos, SLP 2001

The City School creates an atmosphere where urban teens and suburban teens can work *together* to break down stereotypes that often exist between the two groups. The mixture of different types of schools, cities, lives, and experiences creates a lively atmosphere that evolves into a tolerant, understanding and cooperative community.

The City School is agency dedicated to continuous improvement and TCS understands that quality programming is essential for optimal success. To ensure quality, TCS uses the NSACA Standards for Quality when developing our programs. We are always looking to create a dialogue with other programs and parties that are interested in learning more about our program design, mission and model. For more information about our programs visit us on the web at www.thecityschool.org, or give us a call us at 617.542.2489.

Gabrielle Hernandez is a Development Assistant at and a graduate of the City School, as well as a High School Senior. For questions about the article, you may also contact the author at Hernandez_Gaby@hotmail.com.

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RESOURCES

Top Ten Websites for Families

According to the AASL Families Connect Committee website (www.ala.org/INCONN/topten.html), these are the top ten websites for families.

1) The Aquarium Teacher : **www.aquariumteacher.com**

2) The FUTURES Channel: **www.thefutureschannel.com**

3) Professor Freedman's Math Help: **www.mathpower.com**

4) Star Child: **http://starchild.gsfc.nasa.gov**

5) Rock the Rock Hound: **www.fi.edu/fellows/payton/rocks/**

6) Sounds of the World's Animals
www.georgetown.edu/cball/animals/animals.html

7) Discovery Channel Discovery Cams
http://dsc.discovery.com/cams/cams.html

8) Children's Storybooks Online: **www.magickeys.com/books/index.html**

9) Kids Farm: **www.kidsfarm.com**

10) Animals of the Rainforest: **www.animalsoftherainforest.com**

Request for Proposals

The 2003 NSACA Conference will be held February 27 through March 1, 2003 in Salt Lake City, Utah. Set at the home of the 2002 Winter Olympics, the event will be hosted by the Utah School-Age Care Alliance.

Workshop proposals must be received in the NSACA office by May 31, 2002. The guidelines are on the NSACA web site (www.nsaca.org) under "Conference."

Ooopsie!

The April issue (which has May activities) was mailed over two weeks late (March 27) due to delays on our end (NSACA and illness) which then caused delays at the mailing house. We apologize for any inconvenience this may have caused, and we'll be back on time in the future.

Volume XXII #10 The Newsletter for School-Age Care Professionals June 2002

School-Age NOTES

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Academics or Social Play? The Continuing Debate

As more research is conducted into the effectiveness of after-school programs, the debate still rages on about whether these programs should emphasize academic and extended school-learning or social skills and development. However, the participants of one seminar on after-school time seemed to come down solidly on the side of less academics and more social interaction in school-age care.

Harvard University's Joblessness and Urban Poverty Research Program, based in the John F. Kennedy School of Government, held a seminar titled "Urban Seminar on After-School Time" in May, 2001. Sponsored by the Robert Wood Johnson Foundation, the seminar featured the presentation and discussion of three commissioned papers on issues related to after-school programs.

The director of the program, William Julius Wilson provided School-Age NOTES with a summary of the seminar and research findings, extracts of which are printed later in this article.

The three papers covered a range of issues concerning after-school time including community-based programs for youth, working with schools on establishing school-based after-school programs, and creating collaborations with youth in designing youth programs.

While the focus for these researchers were on after-school programs in low-economic areas for typically underserved and at-risk children and youth, their research findings can have a broader application for all after-school programs, particularly those based in schools. The issues discussed in these papers will be addressed in future issues of School-Age NOTES.

Tension

One of the outcomes of the seminar were panel discussions in which developmental psychologists, researchers and after-school program providers addressed the researchers' findings.

"If we wanted more of what happens during the school day, we'd call it 'more school' not 'after-school.'"

Lucy Friedman, The After-School Corporation

Interestingly, one of the concerns raised by discussants is the trend toward making after-school time an extended learning period to reinforce school curricula.

Seminar participants expressed concern over what they perceived as tension for program providers "between gearing after-school activities toward social development or toward academic goals." This pressure appears to come from program funders and policymakers who "prefer the more tangible goal of affecting scholarly performance."

As Lucy Friedman, president of The After-School Corporation, pointed out, in many communities money for after-school programs is being directed through the schools, many of which use the money to extend "skill and drill" education. "If we wanted more of what happens during the school day, we'd call it 'more school' not 'after-school,'" Dr. Friedman said.

(Continued on page 2)

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Older Kids Conference

The 9th Annual National Older Kids Conference, Sept. 19-21, 2002 in Chicago, offers a little bit for everyone. While its focus track will be on middle school and older youth, it will also have a track for traditional school-age programs. This was done because the Illinois School-Age Child Care Network, a conference host, had moved its spring conference to coincide with the older kids conference. Not only will this synergy produce a great conference for all but also allows for expanded programming such as a Leadership Day, and encourages more exhibitors to attend the larger event.

Other highlights include an endorser refresher, program tours, entertainment, and a reception at Columbia College Center for Books and Paper Arts.

The involvement in the conference by the MOST Initiative of Illinois will bring a wealth of expertise on working with older kids.

Areas to be covered by workshops include child and youth development, diversity, programming, program administration, program standards and evaluation, advocacy, and public policy.

The conference theme is "Celebrating the Journey One Age at A Time." It will be held at the Hilton Towers in the heart of downtown Chicago. For registration information call Curtis Peace, statewide school-age coordinator (ISACCN) at 800-649-1766.

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Academics...

(Continued from front page)

In their paper, "Getting School-Based After-School Programming Off the Ground," Grossman, Walker, and Raley state that:

"For the most part, both programming and the policy discussions surrounding these initiatives focus on improving academic performance and providing children with adult supervision while their parents work. While these are important goals, children's lives can also be enriched and improved in many other areas by well-implemented after-school programs. The Wallace-Readers Digest Funds wanted to encourage and promote programs that take on a broader developmental agenda, delivering a wide range of quality cultural, recreational and academic services, as well as involving the community in supporting the overall broad positive growth of children throughout their formative years."

After-school programs have the unique potential to be "settings that are respectful of children's own agendas, interests, and preferences...where learning and self-expression are pursued for intrinsic reasons."

Time, Space, Resources

Dr. Robert Halpern stated that after-school programs have the unique potential to be "settings that are respectful of children's own agendas, interests, and preferences...where learning and self-expression are pursued for intrinsic reasons." Halpern, of the Chapin Hall Center for Children at the University of Chicago and The Erickson Institute, participated in a discussion that focused on the importance of structuring after-school activities in alignment with "the spontaneity and flow of informal play." Participants agreed that "children need time, space, and resources...to make the program their own, to create a community within a program...to themselves invent the rules, lores, and traditions..."

Studies indicate that healthy social and emotional development is inextricably linked to academic success.

The summary concluded, "Developmental psychologists on the panel challenged the prevailing distinction between 'social' and 'academic' development in children. It was suggested that this distinction, although commonly made, is misleading and inaccurate. Several studies now indicate, for instance, that healthy social and emotional development is inextricably linked to academic success in youth."

Both/And

"The panel suggested that instead of debating the merits of after-school programs that emphasize 'academic' or 'social' goals, we must consider that both strategies need to be pursued simultaneously with the overarching goal of supporting healthy youth development."

More about this seminar series and the research papers presented there can be found at the Harvard John F. Kennedy School of Government website: www.ksg.harvard.edu/urbanpoverty.

(see related story on page 6.)

Have you ordered your *Training New After-School Staff* book yet?

Biz Tip: Check Your Phone Bill

We've reminded readers before based on our personal (and irksome) experience with MCI to watch for increases to long-distance phone rates. When we call to inquire we are told that the plan changed, but we can have lower rates with a different plan. This time not only did the per minute rate go up and the monthly plan rates increase, but the partial minute billing was abandoned. On the new plan we have the lowest rates yet and have partial minute billing back.

The lesson: if you don't pay attention to increases, you will needlessly pay more — which seems to us to be a business strategy.

Changing of the Guard (again!)

Long time readers of SAN know that Caulyne Burton took over as Managing Editor in August, 2000 when Joyce Maneck left to pursue other projects. Now the tables are turned and Joyce has returned as Managing Editor (although with a different last name—Jackson) and Caulyne will be pursuing other projects. The work Caulyne has done at SAN in the last 18 months is greatly appreciated. She will still appear occasionally in the pages of SAN as a contributing author.

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Violence in After-School Center Focus of Cartoon

On May 4, the WB Saturday morning animated series "Static Shock" featured an episode in which a shy boy who is being bullied brings a loaded handgun to his after-school program. Predictably, the gun accidentally goes off, wounding another child.

In a Knight-Ridder press report released before the airing of the program, program producers defended the program as a way of giving children the message that there are other ways of addressing bullying and the dangers of guns.

"Guns are too serious a subject and too connected to real-life possibilities to be a Saturday morning cartoon, even if it's a very good cartoon."

Peggy Charren

"'This really was an issue we felt passionate about,' said Jessica Pinto, vice president of programming for the Kids' WB. 'We wanted to take the opportunity to make kids think about the dangerous ways guns can play out in their lives.'"

"Some child development experts and analysts were concerned about having a cartoon tackle such a serious subject on Saturday morning, when many parents allow children to watch TV unsupervised," the report said.

Peggy Charren, founder of Action for Children's Television, was quoted as saying that while a live-action drama watched together by parents and children may achieve the desired result, ..."guns are too serious a subject and too connected to real-life possibilities to be a Saturday morning cartoon, even if it's a very good cartoon."

Others worried that the wrong message may in fact be sent to kids.

"It's good to show children that violence doesn't solve a problem," Doug Gentile, director of research at the National Institute of Media and the Family was reported as saying. "But many kids are teased and bullied at school, and the fact that this character gets a gun to deal with it could be the salient message for some kids."

School-Age NOTES would be interested to hear the opinions of after-school directors or staff who may have watched the program, or who heard discussion from children in their programs who saw it. What were your reactions? Do you feel that the cartoon adequately addressed the issues of violence? How did it make you feel to have the scenario located in an after-school program? Did children who watched the program express concern for their personal safety in your program as a result?

In the July issue we hope to address this issue again with input from our readers who watched the program.

(***NOTE:*** *At press time, the cartoon had not aired. SAN editors hopefully managed to rise early enough on that Saturday morning to watch or set the VCR to record it.*)

(Source: *Times Union*–Albany NY, April 29, 2002. Author: Donna Petrozzelo of Knight Ridder.)

Law Students Help ASP with Conflict Resolution Skills

The after-school program at Jefferson Elementary School in St. Louis has employed the volunteer efforts of law students at Washington University to teach students conflict resolution tactics and mediation skills.

Since February, volunteers from the Criminal Law Society of Washington U. have come to the after-school program once a week to work with fourth and fifth graders who have a history of disruptive behavior.

"...the law students have walked the children through the basics of mediation: Go over the facts in a dispute, listen to the people involved tell their side of the story, determine what each side really wants, come up with possible solutions, then find the best one," the *St. Louis Post-Dispatch* reported.

Students also used mock court situations to help the children understand the process of solving a problem without resorting to violence. Most of the children had considered violence as their only option to resolving a conflict.

Program participants were excited to be involved in the program and improved behavior was reported by their teachers.

(Source: *St. Louis Post-Dispatch*, April 29, 2002. Author Holly K. Hacker.)

Missouri Working to Fund 21st CCLC

Aware that federal funding for 18 after-school programs in the St. Louis public schools will end after a year, state legislators are working to find a way to keep the programs going with state funds both there and in other Missouri school districts.

Two state legislators toured two of the after-school sites and saw first hand how quality after-school programs benefit children. St. Louis programs serve about 2,000 children.

Initially federal funds [21st Century Community Learning Centers] were given directly to school districts to fund their specific programs. But beginning next year, the funds will be paid to the state who will decide how to distribute the money. As a result, a Missouri state House education committee has approved a resolution that urges the formation of a House-Senate committee to study after-school programs and find ways of funding them.

[Editor's Note: This is an issue all states and programs with 21st CCLC funding will face.]

(Source: *St. Louis Post-Dispatch*, April 29, 2002. Author Carolyn Bower.)

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Canada Day - July 1

On Canada Day, Canadians celebrate the day that the British North America Act created a Canadian federal government on July 1, 1867. This date was originally celebrated as Dominion Day until 1982, when an Act of Parliament changed it to Canada Day.

Make a Canada Day noisemaker featuring the maple leaf design of the Canadian flag to celebrate this special day. You'll need the following:

2 paper plates
red crayons or paint
dried beans
maple leaf template
stapler

Instructions: Using the template, draw a maple leaf in the center of each plate. To replicate the design of the Canadian National Flag, use the red paint or crayons to color in the leaf, then decorate the rest of the plate, but leaving some white around the leaf. Staple the two plates together around the edges, while leaving a small hole for inserting the dried beans. After the beans are placed within the plates, staple the remaining opening shut.

Have a Canada Day party and make some noise!

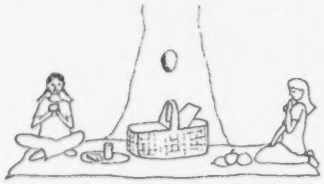
4th of July

It's that time of year again! Have some fun celebrating the U.S. Independence Day by decorating the area around your program:

- Weave red, white, and blue crepe paper in and out of fenced areas around program.
- Wrap colored streamers around posts.
- Hang strips of different lengths and sizes of crepe paper from ceilings and doorways.
- Make stars by covering cardboard cutouts with foil.
- Make individual banners with personal patriotic sentiments.

Picnic Time

What's Fourth of July without a picnic? Have an outdoor picnic on the ground or go to a nearby park - within walking distance if possible. Have a red, white, and blue food theme, including blue lemonade! And of course, don't forget the apple pie!



3-D Fireworks

For either Canada Day or the 4th of July, include these glittery fireworks displays as part of your room decorations. You'll need:

heavy black construction paper
glitter in a variety of colors, but particularly red, white and blue for the 4th of July
glue

Instructions: Squeeze glue onto paper in interesting "fireworks" designs. Be creative! Then sprinkle different colors glitter onto the paper over the glue design. Shake off excess glitter into the trash can. When the glue dries, hang the fireworks designs around the room.

Winter in July

It may be hot and humid in the U.S. or Canada, but "down under" it's winter time! In Australia and New Zealand and the rest of the Southern Hemisphere, temperatures are chilly and blustery.

Try these activities to make it a winter day in your program:

- Have a snowball fight with bunched up newspapers. Divide the group into teams and have at it!
- Play "toss the ice cube." Choose a partner. Stand at least 3 feet apart. When the whistle blows toss an ice cube to your partner, who tosses it back. Repeat until the ice cube melts or there's only one team left playing. If the ice cube falls, your team is out.
- Children sit in a circle and pass the ice cube behind their backs while music plays. When the music stops, whoever is holding the ice cube is out.
- Write down all the words you can make with the phrase "Winter Wonderland."
- Enjoy hot chocolate in the winter time? Now try cold chocolate - chocolate milk served over ice!
- Make a winter scene. You'll need styrofoam meat trays, matchboxes for houses, twigs in spools for trees, plastic animals.

Mix the following items in a bowl - but mix outside where there is plenty of ventilation:

6 Tbs. salt
6 Tbs. blüing
6 Tbs. water
1 Tb. ammonia

After building the scene with the materials above, carefully spoon the recipe over it. Find a safe place to watch the crystals grow. Changes will take place in a few hours. Remember that the crystals are extremely delicate and will break if moved.

("Winter in July" activities are from Summer Sizzlers and Magic Mondays: School-Age Theme Activities *by Edna Wallace. 1994. Available from School-Age NOTES.)*

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *June Elsbury* of Charleston, SC. Illustrations by *Julie Sorensen* of Londonderry, NH.

45 Activity Ideas

. The minimum number of Activity Ideas in this issue is 45.

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JULY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JULY DAYS	*National Picnic Month:* Plan the best picnic ever. Let every child suggest a favorite food or drink to include. Ask for suggestions on the perfect picnic spot.	*July 18, 1976*–Romanian gymnast Nadia Comaneci scored the first ever perfect "10" during the Olympics. Share something you've done that deserves a medal.	Commemorate Nadia's achievement with gymnastics. Let kids who are gymnasts teach simple, safe tumbling rolls. Do the balance beam with tape or boards on the ground.	*July 23, 1715*–the first lighthouse was completed. Discuss why ships need lighthouses.	Show pictures of lighthouses. Build a miniature lighthouse with available materials. Become a "human" lighthouse. Spin around occasionally opening your mouth wide.
BEARS	Find pictures of as many different bears as you can. Make a collage.	Read *Bears, Bears, Bears* by Wayne Lynch.	The Teddy Bear is named after a president. Do research to find out which president and why.	Bring your favorite toy bear to the program. Have a Teddy Bear picnic.	The largest American black bear weighed 805 pounds. Weigh all of the children and combine their weights until you reach that weight.
TOUCH OF THE SILLIES	Wear mismatched socks. Make a sock puppet and put on a puppet show.	Wear two different shoes. Make a shoe print mural to hang in the room.	Have a crazy hair day. Give a prize for the most creative "do."	Have a "Backwards Day." Wear clothes backwards. Write backwards. Walk backwards. Read a book backwards.	Have a tongue twister contest. Pick two or three favorite tongue twisters and see who can say them the fastest without tripping up!
CARTOONS	Create a special cartoon character. Will it be an animal, a human, or something completely different?	Cut out a comic strip from the newspaper. Create your own dialogue to go with the pictures.	Have an afternoon cartoon time. Pop popcorn and watch favorite cartoon movies like *Space Jam* or *Rug Rats*.	Cartoon characters can do things real people or animals cannot. What would you be able to do if you were a cartoon character?	Read about a cartoon cat named Garfield in *Garfield A to Z* by Jim Davis. Draw a portrait of Garfield.
SPACE	Scientists believe there is a planet beyond Pluto. Write a description of this new planet. Is it hot or cold? What creatures live there? Read your description.	Discuss how you think it would feel to blast off into space in a rocket. Draw a picture of the event.	Create a space helmet using a paper bag, straws, wires and towel rolls. Use a tissue box as an oxygen tank.	Do you believe in UFOs (Unidentified Flying Objects)? Draw a picture of what you think they would look like.	Read about what the astronaut's saw on their moon walk in *What the Moon is Like* by Franklyn M. Branley.
GREAT OUTDOORS	Pitch a tent in the program room or playground. Sit around a pretend fire, tell jokes and eat s'mores.	Have an outdoor limbo contest. Two people hold each end of a rope. Play music and have children limbo under the rope without touching it.	Go on a nature walk. Collect leaves and flowers for making a nature collage.	Find some frog spawn. Record stages of the frog's growth. When does the tadpole lose its tale? When does its legs grow?	Plan an outdoor puppet show. Invite program parents for the performance.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively for SAN readers.

The outlook for increases in funding for school-age programs remains muddled. As one might expect, the Republican-controlled House is moving to approve the Bush Administration's plan for keeping spending pretty much at current levels. The Democratic-controlled Senate appears poised to add some resources but it is moving more slowly than the House.

The House passed a Concurrent Resolution on the Budget for FY 03 (H. Con. Res. 53) approving the president's education budget, which calls for no increases in funding for the Child Care & Development Block Grant (CCDBG) or 21st Century Community Learning Centers.

The Senate Budget Committee, meanwhile, left the door open to increases. It deliberately leaves details up to appropriators but allows $1.275 billion for elementary and secondary education in addition to the Bush budget plan. Congress could earmark some of the money for the 21st Century program in addition to the $1 billion the administration proposed. The Senate plan would also allow $23 billion more over the next 10 years for welfare programs and related child care. It also approves Bush's request for a $300 million increase for the Corp. for National & Community Service.

Senate leaders, however, postponed bringing the measure to the Senate floor because they only maintain a one-vote majority and hope to enlist some Republican support before a vote.

Meanwhile, the same House-Senate differences appear over welfare reauthorization. Two House panels have approved measures that modify rules but don't add money. The House Education & the Workforce Subcommittee on 21st Century Competitiveness approved the Working toward Independence Act of 2002 (H.R. 4092), which would continue the discretionary part of CCDBG at $2.1 billion through FY 07. The bill would also eliminate the 85% of state median income standard for subsidy eligibility and allow states to set their own cutoff level.

And the Ways & Means Subcommittee on Human Resources approved the Personal Responsibility, Work & Family Promotion Act of 2002 (H.R. 4090). That bill would keep the mandatory part of CCDBG steady at $2.717 billion/year through FY 07. It would also increase the percentage of welfare funds states could transfer to child care from 30% to 50% though. The House will probably combine the two bills.

The Senate hasn't acted on welfare reform yet but the Democrats there have shown more interest in increasing child care funding. Finance Committee Chairman Max Baucus (D-MT) said he favors increasing spending, though he hasn't figured out yet how much. "The administration's proposal to increase weekly (workfare) participation requirements by 33% without any new child care funding causes me to be concerned," Baucus said.

Benefits of After-School Programs

Many artists, athletes and leaders...credit after-school programs for their success.

Having an article in *School-Age NOTES* about the benefits of quality after-school programs is a bit like "preaching to the choir." But if you're looking for ways to help potential funders understand why supporting your after-school program is so important, or need a morale booster for staff or an inspiration to the children in your program, this may help. This report comes from an article in the *New York Times* that relates how leaders in various fields of politics, athletics and the creative arts were encouraged in after-school programs.

In his article, "In Some Important Ways the Day Only Starts at 3", which was published on January 9, 2002, Richard Rothstein relates a few stories among the "many artists, athletes and leaders, especially those from poor backgrounds, [who] credit after-school programs for their success."

He mentions Oscar-winner Denzel Washington, who stated that the Boys Club he attended inspired him to go to college and study drama. There's Andrew Young, who credits the YMCA for helping develop his leadership skills.

Raymond Flynn, former mayor of Boston and ambassador to the Vatican, commented that the Boys Club he attended helped him develop a variety of interests.

Althea Gibson, one of the first great African-American women tennis stars, learned to play tennis at the Police Athletic League program she attended after school.

Artist Jacob Lawrence, who has gained renown as a modern painter who chronicles the history of African-American migration from the South in his paintings, was first encouraged to explore his creativity at Utopia House, an after-school program in Harlem that he began attending in 1930.

In addition to decrying the lack of adequate funding for after-school programs, Rothstein seems to "get it" in terms of programming. The stress in this article is on the non-academic benefits of after-school programs, quoting Flynn as stating that in addition to tutoring help with his homework assignments, "You learned citizenship and how to get along. They kept the program well rounded, and it developed well-rounded youngsters."

Rothstein closes his article with this profound statement, "...after-school programs are needed to build children's character, confidence, civic awareness, athletic prowess, and artistic and musical sensibility. How many undiscovered Jacob Lawrences are among the 10 million children around the country who have no place to go after school?"

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New Game Book

Dale LeFevre is a "player" and proud of it. And he's been playing since 1975 when he came across the New Games Foundation and enthusiastically joined in their cause. Since that time he has spent all of his time traveling all over the world to present New Games, cooperative and interactive group games for all ages and abilities.

De-emphasizing the competitive nature of games, the New Games still allow for active "blowing-off steam" interaction among diverse groups of people, along with trust building games, getting to know you games, and just silly games.

As a result of his more than 25 years of experience, Le Fevre has now published a book, *Best New Games* which offers a comprehensive collection of his favorite new games. The book includes 77 games and 7 trust activities, game-leading tips, a "game finder" resource, safety instructions and photographs of each game. Games are arranged by low, moderate and high activity level. The 217-page book is now available from School-Age NOTES as one of the newest books featured in the **Summer After-School Resource Catalog** headed your way (if you haven't already received it). List price for the book is $17.95 but SAN subscribers can get it for only **$15.95** plus $4.50 s/h.

For a taste of Le Fevre's games, a sample game from the book, *I Have a Friend*, is featured on this page.

ADD/ADHD Title

Also featured in the summer catalog is another new title, *Attention Deficit Disorder* by David and Myra Sosin, which offers an easy-to-read overview of attention deficit disorder. Includes a description of what ADD is, famous ADDers, and methods of coping with distractibility, impulsivity, hyperactivity, and procrastination. From social skills and conflict resolution, to classroom modification and self-esteem tips, this book is a good resource for those who work with children with ADD or ADHD. 76 pages. Just **$8.95** for subscribers, $9.95 list.

I Have a Friend...

The following activity is excerpted from *Best New Games* by Dale LeFevre. (2002). Champaign: Human Kinetics. See adjoining article.

For all ages

Number of players: 5 to 50+

Location: Indoors or out, with enough room for a circle of players to spread out without obstruction in the middle of the circle.

Equipment: chairs or place markers (such as poly spots or carpet squares).

Playing the Game: Arrange the group in a circle with one less place marker than there are people. One person (leader) stands in the middle and says "I have a friend who... and then offers a descriptive phrase such as "wears tennis shoes." Everyone in the circle wearing tennis shoes immediately begin changing places with one another, including the person in the middle. One person will be left without a place. That person is the next leader. Other phrases that can be called out might be "I have a friend who has braces, or who has a baby sister, or who plays soccer, etc.

Strategy Rules: Players cannot return back to the same marker or chair where they just were. And they cannot move to the marker immediately beside them unless it's the only spot left.

Safety precautions: No fighting or pushing to get a spot. Players need to be reminded that it's a game and whoever gets to the spot first gets it.

Developmental skills: *Primary:* tactile contact, self-control, speed, visual ability. *Secondary:* verbal contact, reaction, running, adaptability.

Alliance Executive Director Named

The Afterschool Alliance has named Judy Y. Samelson of Flint, Michigan as its first executive director. She had been serving as the Acting Director since the alliance was formed in 1999.

With a background in journalism, Samelson had previously worked as a communications consultant with the Charles Stewart Mott foundation and led the foundation's national awareness campaign on afterschool.

The Afterschool Alliance grew out of the Charles Stewart Mott Foundation's public-private partnership with the U.S. Dept. of Education to expand after-school programs. The foundation has offices in Flint, MI, New York City, and Washington DC, where an associate director will be based.

Funding Research

If you've used Workforce Investment Act funds for your after-school program or know an agency that has, The Finance Project would like to talk to you as part of a research project they're conducting. Contact Heather Clapp Padgette, Senior Program Associate, The Finance Project, 1401 New York Ave., NW, Suite 800, Washington DC 20005, hpadgette@financeproject.org.

SAC CONFERENCES

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or
www.yale.edu/21c/train/conf/conf.html

OLDER KIDS CONFERENCE Sept. 19-21, 2002
National Older Kids Conference, Chicago
Contact: 1-800-649-1766

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

Let us know about YOUR SAC conference!

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RESOURCES

National KidsDay

Boys and Girls Club of America are attempting to remedy the lack of a national holiday celebrating children in America with National KidsDay, to be observed this year on Sunday, August 4. The United States is the only developed country in the world that does not have a special day set aside to celebrate children.

This is the second annual KidsDay. Last year's event established what organizers hope will become an important trend in the U.S.

To find out how your program can encourage and support National KidsDay, go to www.kidsday.net.

Dramatic Play Resource

Playstages™ offers a variety of materials for enhancing dramatic play in the after-school program.

Among available items are a miniature stage, backdrops and people figures called "Minikins" that can be used as marionettes or as dolls. There are also costumes, props and a curriculum guide.

Products can be bought separately or as prepackaged sets that include a little bit of everything.

For more about information go to www.playstages.com or call 1-866-646-4546.

Information Materials for Kids

Educator's Choice offers a variety of materials that organizations, programs, and schools can offer directly to children who may be facing various issues.

Materials include pamphlets, videos, wall charts and coloring and activity books that address issues such as bullying, anger, making friends, divorce, study habits, life skills, substance abuse, multiculturalism, and many more topics. Materials can be purchased in bulk quantity for wide distribution.

For more information call 800-424-5627.

Creative Curriculum Conferences

Four national conferences for hands-on training in the Creative Curriculum **for preschool programs** will be held throughout the summer.

The conferences are June 25-28 in Los Angeles; July 16-19 in Chicago; July 30-August 3 in Denver; and August 13-16 in Washington DC.

For information or registration materials call 800-637-3652 or go to www.TeachingStrategies.com.

Volume XXII #11 The Newsletter for After-School and School-Age Care Professionals July 2002

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Weightlifting, Cooking and Canoe-Making

Finding Activities for Middle-School Kids

An interesting exchange recently on the Promising Practices in Afterschool (PPAS) Listserv focused on what types of activities to program for middle-school kids. A breed unto themselves, the "middle-schoolers," ranging from 5th to 8th grade, are ready to shed their elementary school identity and take on more interesting, challenging, and independent activities. To attract and keep the middle-school age group in an after-school program requires planning, creativity and input from the kids themselves.

So what do middle-school kids like to to do? Here are just a few samples from the exchange on the PPAS listserv:

"...***weightlifting*** is pretty popular across a representative slice of the middle-school social strata. It seems to appeal to all students."

"...we've had success with ***cooking*** and ***art classes***, ***computer classes*** and ***babysitter certification***. Last summer we worked with our local YMCA and they participated in a ***ropes challenge course*** that was extremely well received. They are requesting ***sports*** and ***recreation classes*** - especially ***dance***. Also, lots of interest in ***theater*** and ***dramatics***."

"We offer a ***Lego League***. It is where they learn to use the Legos for robotics and a variety of other things and can eventually compete as a team against other teams."

"Try ***canoe making***; ***dance/music/singing*** activities that lead to performances at a talent show; ***theme units*** - we did one on the ***Olympics***–they designed uniforms, had their own teams, wrote news stories, researched the area, had a math Olympics; ***ping pong***–we use the cafeteria tables with detachable nets [and] have a tournament; ***bowling*** lessons down the hall in the school [with] plastic pins and heavy rubber ball, then [we] go to the bowling alley; ***trips to the theater***–we saw "Miracle on 34th Street".... One of our groups just had a ***Kids Carnival*** with food, DJ, games, face painting, etc They planned it all and did the work. [***Peer leadership activities***] such as Project Northland (alcohol awareness program) or "Reality Check–Teens Against Big Tobacco"–group from high school has come in to work with the middle schoolers."

"***Drama*** does seem to be a big hit with middle schoolers. We were able to use an old outdoor theater last summer for public performances. We were all surprised at the great community response. We are now looking for ways to paint the old bandshell for more performances this summer. Drama does bring in the parents and the community."

The activities offered here are but a springboard for anyone to come up with similar exciting activities for middle-school children. The quality of these ideas are in the creativity they use. Looking within your own community for opportunities and activities that build on the emotional, intellectual, social and physical development of middle-school kids will add variety to your program and have the kids ready and excited to come.

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"After-School" and NSACA

Professional membership organizations are constantly reviewing their missions, visions, and goals. The National School-Age Care Alliance, which has over 8,000 members working in after-school and school-age care programs, has changed some of the wording in its mission to reflect changes in the field and in the public's perception of "what we call" the field. In the new statement: "The mission of NSACA is to build a profession that develops, supports and promotes quality after-school programs for children and youth," the words "after-school programs for children and youth" replace the words "school-age care." And the words "school-age care" replaced the words "school-age child care" that were in the 1994 mission.

School-Age NOTES has discussed off and on for over 15 years the issue of the words we use to describe our field. If you follow the words used in the media and in legislation and by the public since the advent of the federal 21st Century Community Learning Centers grants program, it is obvious that *after-school program* has become the term that covers more than supervision after school but also before-school, no-school days, and summer time. NSACA is to be commended for its responsiveness in a dynamic field.

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After-School Programs and Their Real Work

To Make the World Familiar, To Make the Familiar Novel

National Institute on Out-Of-School Time, Wellesley College, Wellesley, MA

David Elkind, the famous child developmentalist, uses words such as "making the world familiar, making the familiar novel," as a concise way of describing what adults do when they are bringing science to children and youth. The idea behind these words, can be used in a larger context to describe not just doing science, but describing one of the most important roles after-school programs can perform in the lives of children and youth.

After-school programs should in as many ways possible, bring as much of the world as they can to children and youth to explore, examine, discuss, research, and become familiar with. If it can't be brought in, then take the kids to the world. This would be enrichment in the grandest sense. It's what after-school programs and personnel can do very well.

The list of what can be "made familiar" can go on and on. Here are a few examples of novel things you might find and bring in to your program:

- *bleached animal bones washed up on a beach or found in a field*
- *rusted metal machine parts*
- *tufts of animal hair snagged on a thorn*
- *rotting wood*
- *birds' nests*

These are examples of objects of the scientific world that Elkind encouraged us to "make familiar," by examining, taking apart, identifying in a resource book, or guessing its function.

But there's more to be made familiar that's not strictly science, including:

- *newspaper photographs*
- *stories found in literature*
- *events unfolding in the community*
- *advances in medical research*
- *charts and tables about regional weather trends*
- *new neighbors*
- *new industry/local building projects*
- *museum presentations*
- *information about endangered and recovered animals and plants*
- *insight into people from other lands*

Making the Familiar Novel

What does it mean to "make the familiar novel"?

Experiences, exposure to new things, and raw information do not necessarily teach. We learn from these only when we talk about, examine, and reflect on what we did, saw or heard about.

Once the world, or some part of it has become familiar, continue to look at it, or study it, in many different ways. For example, instead of just looking down on it, get under and look up at it. Use a hand lens to see it closer. Take it apart if you can. Ask others what they know about it. See if honey, which you know tastes good on bread, makes as good a lemonade sweetener as sugar. After watching a bird in the out-of-doors, look it up in a bird book.

Really curious people, never satisfied with what they know about something, do this all the time. They are always wondering or thinking, "What else can I find out about this? What else is there to know?" To answer these questions, they look harder, longer, and deeper into it. They ask questions of anyone who might know something about it. They investigate, read, research, and use a variety of interesting tools (microscopes, websites, books, etc.) to broaden their knowledge. This process never really ends, as long as the interest lasts. Making the familiar novel is a great life skill to perfect.

The National Institute on Out-of-School Time, part of Wellesley College's Centers for Women, contributes an article to SAN every other month. NIOST can be contacted via their website at ***www.niost.org.***

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Kids with ADHD

A report in the May 22, 2002 issue of *USA Today* states that according to the Centers for Disease Control and Prevention, 7% of children ages 6 to 11 have been diagnosed with attention deficit/hyperactivity disorder (ADHD). The report states that:

"Characterized by impulsive and inattentive behaviors, ADHD was thought to affect 3% to 5% of schoolchildren, and has been diagnosed in up to 20% of kids in some parts of the USA.

"Based on 1997-98 data from the Centers for Disease Control and Prevention, about half of children with ADHD have a learning disability, too. Boys are nearly three times as likely to be diagnosed with ADHD as girls, and white non-Hispanics are twice as likely as Hispanic and black children."

As mentioned in our June issue, our summer After-School Catalog includes a new title, *Attention Deficit Disorder*, which offers parents, teachers, and other care providers insight, understanding and hope in dealing with children who are ADD/ADHD. The book offers tips on working with these children, who, in addition to having the impulsivity and distractibility that is characteristic of ADD/ADHD, are also often very bright and creative, loving children. You can order this title from School-Age NOTES for **$8.95** for subscribers, $9.95 retail, plus shipping.

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Reactions to *Static Shock* Cartoon

by Joyce Jackson, Managing Editor

In our June issue we reported on a Saturday morning cartoon called "Static Shock" that was airing an episode about a child using a gun against some kids who had been bullying him. We had received this information from a news service that looks at wire reports and other news articles related to school-age care from around the country. In the article, it was stated that the child brings the gun to an "after-school center," which is what got our attention. Concerns were also stated in the article as to the appropriateness of airing a cartoon program on such a serious subject on a Saturday morning (8:30 a.m. EST) when parents weren't likely to be awake and watching. The episode aired on May 4, just as the June issue was going to press. We posted the information on the two listservs that address after-school issues and asked people to watch the program and let us know what they thought of it, given the setting of the action.

Synopsis of Episode

Virgil Hawkins is an African-American teenager who is also a superhero called *Static Shock*. (The way in which he got his superpowers and how they actually manifest themselves is unclear to me given that I don't watch cartoons anymore!) Virgil's father is a social worker at a community center where kids go after school (the "after-school center" referenced in the news article). His mother was apparently accidentally killed by gunfire sometime in the not-too-distant past, but the audience is not given any history on that situation.

One of Virgil's classmates, a child named Jimmy, is labeled a nerd by a group of bullies who spend a lot of time at both school and the community center harassing and bullying him. Virgil and a group of his friends try to befriend Jimmy and include him in their activities, but beyond saying "You shouldn't do that" to the bullies, don't really defend or try to end the bullying. Unable to stand the constant harassment, Jimmy gets hold of a gun his father thinks he has kept locked away and brings it to the center, where he threatens Nick, the main bully. Virgil's friends (he isn't at the center when this happens, off doing superhero stuff) talk Jimmy out of shooting the gun, but then two other children jump Jimmy, causing the gun to accidentally go off and wounding another child in the leg.

"It would have been better suited for an 'After School Special' instead of in a cartoon format with a kid with supernatural powers."

Throughout the program there are numerous anti-gun and anti-violence messages stated through dialogue. Virgil tells the story in flashbacks to a school counselor who is helping him deal with his anger and pain over the incident. He feels badly that he didn't act to stop the possibility of violence. Nor did he alert an adult to what was happening and that Jimmy has access to a gun. The plot of the story ends weakly without showing any consequences for Jimmy or the bullies. There is only a scene in which Virgil goes to the aid of another child who is being bullied by a different group of kids. Only if you knew to "stay tuned" to the program after the commercial break would you see the warning and educational moment from *Static Shock* who talks about the dangers of guns, and quotes statistics about the number of children who have been suspended from school because of a gun or the number of children killed by guns. He also tells children what they should do if they know another kid has a gun.

Those who watched the program and responded overall felt, as I did, that the program was relatively well done (as cartoons go) and perhaps not in danger of sending too many unintentional messages. The concerns seemed to be around the timing of the program and the intended audience. As one reader stated, *"...it was a bit too realistic for the age group that would be watching at that hour in the morning. The age that it seemed to be aimed at (middle to high schoolers) may not be awake at that time in the a.m."*

Several respondents felt it would be better served to air this program not on a Saturday morning but rather as an "After School Special."

"It would have been better suited for an 'After School Special' instead of in a cartoon format with a kid with supernatural powers."

"If it was presented as an after-school special with psychologists and children discussing it afterwards it would have been much more effective."

"I am concerned that most parents would not expect this type of subject matter on Saturday morning television that is targeting young children. I don't have a problem with it being animated if it is produced for educational purposes and is distributed to schools for that purpose."

No Superhero Today

Some respondents felt that the inaction on the part of the main character, Virgil, was realistic. Rather than using his superpowers to save the day, Virgil is depicted in this instance as being as confused and unknowing of what to do as the next kid. He spends some time in counseling sorting out his feelings over his inability to recognize that Jimmy was ready to do something stupid and not being able to stop him. In this sense, rather than appearing as a superhero who knows all the answers, he is someone with frailties that the children watching can relate to.

Finally, respondents were concerned with inadequate follow-up to the program or that there was no warning what the subject matter would be that day.

"...It would have been better if they did some kind of opening explaining

(Continued on page 7)

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It's Magic!

Magic Wands

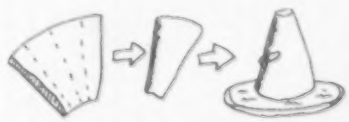
Cut 1/2" clear plastic aquarium tubing into 1-foot lengths with a craft knife (adults do this or supervise older children with knife). Cut enough for each child in the program. Seal one end of each tube with a bit of modeling clay. Fill the tube with sequins or glitter and a little water before sealing the other end with clay.

Magic Crystal Ink

Add 3 teaspoons of salt to a cup of water and stir the solution. Dip a paintbrush into the solution and paint a secret message onto black paper. An adult should warm an oven to 150°. Turn off oven and put the paper on the top rack. Allow the paper to heat for five minutes or until it dries. The message will appear as white, shiny crystals on a black background.

Rainbow Ink

Fold a round coffee filter in half, and in half again. Use a green magic marker to make a mark about one inch from the rounded edge of the filter. Make a second mark with a black marker along the same edge.(NOTE: the markers should be water-soluble, ***not*** permanent.) Make sure the marks are not touching each other. Secure the edge of the coffee filter with a paper clip so that a cone is formed. Fill a small saucer with water. Place the rounded edge of the cone in the water. Allow the coffee filter to stand undisturbed for one hour. After an hour the colors in the ink will separate and you will see a trail of blue, yellow and purple coming from the black mark. The green mark will produce yellow and green marks.



Limestone Tester

Fill a glass two thirds full with vinegar. Put a seashell into the glass. Bubbles will start to rise from the seashell. This is because vinegar is an acid and seashells are made of limestone, which is a mineral. When limestone and vinegar are put together they form carbon dioxide. You can see the carbon dioxide as bubbles in the glass. Try putting a small rock into the glass of vinegar. What happens? Can you tell whether there is limestone in this rock as well? Try several different types of rocks.

Home-made Bubbles

Mix a cup of liquid dish detergent ("Joy" works best), 1 tablespoon of glycerin or sugar, and 1 cup of water in a bowl. Dip bubble wands, spatulas, or wire coat hangers (bent into different shapes) into the solution and blow. Try cutting the bottom out of a paper cup. Dip the cup into the bubble solution. Can you blow a big bubble? What else can you use to blow bubbles?

Favorite Games

Try these "tried and true" group games to perk up a lazy August day:

Peanut Butter & Jelly

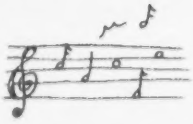
Form the group into a circle. Players pass a ball, which is called "Peanut Butter," around the circle. As each player catches this ball, he or she says "Peanut Butter." At the same time, a second ball, called "Jelly" is tossed across the circle from player to player in any direction. When players catch this ball they say "Jelly." The object is for one player to catch both balls at the same time. When this happens, everyone shouts "Peanut Butter and Jelly!"

Undercover Leader

Players sit in a circle. One player goes out of the room or around the corner of the building (if outside). The remaining players designate a leader without speaking. The leader then initiates a series of motions, either hand movements such as clapping or snapping fingers or foot movements - something everyone can copy. The guesser comes back in and watches the group. The leader should change the movement every 5 to 20 seconds. The followers try not to give away who the leader is by looking at him or her directly. The guesser gets three tries to identify the leader.

Name That Tune

For the singers in the group, here's a tuneful activity. One player thinks of a song that everyone should know and hums its first few notes. The other players try to guess the name of the song. If they can't guess, the first player keeps humming more of the tune until someone comes up with the right answer. Kids can use any songs from simple children's songs like "Twinkle, Twinkle Little Star" to the current pop songs that everyone knows.



Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, WI. Illustrations by *Julie Sorensen* of Londonderry, NH.

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

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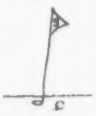
AUGUST IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
AUGUST DAYS	*National Golf Month*– Set up a mini-golf course. Players can putt balls into tin cans or through tunnels made of blocks. 	*National Inventor's Month* – Think of something you do every day. What could you invent to make this thing easier to do? Draw a picture of your invention.	Katherine Lee Bates, who wrote "America the Beautiful," was born on August 12, 1859. Draw a picture of the place where you live. Tell why it is beautiful to you.	Mother Teresa, one of the world's great humanitarians, was born on August 27, 1910. Think of some ways that you can help people in your community, then do it.	On August 28, 1963, Dr. Martin Luther King Jr. gave his "I Have a Dream" speech. What is your dream? Write about your dream and share with the group.
KEEPIN' COOL	Using a pin, poke a hole in a balloon and fill it with water. Stand in a circle and toss the balloon around. Everyone will get wet!	Fill containers with water and put them in the freezer. When frozen, dip in warm water so the ice shapes come out easily. Stack ice shapes to make an ice castle.	Fill a bowl with ice cubes and marbles. With bare feet, use your toes to pick the marbles out of the ice.	Keep cool with a penguin race! Players stand side by side with beanbags on top of their feet and try to shuffle across the room without dropping the "eggs."	Have a sprinkler relay. Teams try to make their way through a automatic rotating water sprinkler without getting wet.
OUTDOOR GAMES	*Sand Bowling* – Fill a cup with moist sand. Turn over and carefully remove the cup. Do this ten times to make bowling pins. Try to knock down the pins with a ball.	*Sponge Tag* – Players run away from "It," who tries to tag them by throwing a wet sponge at the players' backs.	*Sardines* – Players count to ten while one person hides. As each player finds "It," he or she squeezes into the hiding place until the spot is crammed with kids.	*Shadow Tag* – "It" tries to step on the shadows of the other players. If a shadow is stepped on, that player becomes the new "It." Requires a sunny day outside!	*Peanut Butter and Jelly* – See page 4 for directions.
MAGIC	Make a magic wand. See page 4 for directions.	Fill a plastic bag with water and tie the top closed. puncture the bag with several newly sharpened pencils. See how the water stays in the bags.	Write messages with Magic Crystal Ink. (see page 4)	Fill a glass with water. Press a paper on the rim of the glass and slowly turn it upside down. Let go and the water magically stays in the glass.	Fill a cup full of warm water. Drop in some raisins. Stir in 2 tablespoons of baking soda. Add 2 tablespoons of vinegar. watch the raisins levitate.
BEADS	Decorate a pencil. Tape the center of a 12" piece of string to a pencil. Wind the ends around the pencil several times, then tie them together. Tie beads to the ends.	Tie a piece of lanyard onto a paper clip. String on beads and double knot the end. Use as a clip-on bookmark.	Tie beads onto the ends of shoelaces for a cool look.	Hide 100 beads around the room. Can the kids find them all?	Fill a small container with beads. Cover the open end with wax paper and hold shut with a rubber band. Paint the container. Makes a beautiful musical instrument.
PAINTING	Put a few drops of paint on a sheet of paper. Blow through a straw until the paint moves across the paper.	Draw with crayons on white paper. Be sure to press firmly. Paint lightly on the paper and your drawing will show through.	Cut triangle or rectangle shaped notches on one end of a piece of cardboard. Dip this end into paint and drag across paper to make an interesting design.	Dip a variety of textured objects into paint and use these to print designs on paper. Try Lego blocks, corrugated cardboard, container lids, keys, etc.	Dip a piece of thread into paint. Lay the thread onto a piece of paper. Fold the paper in half and pull the thread out. Open the paper to see your painting.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington correspondent for SAN. This report is written exclusively fo SAn readers

House Adds Money for Child Care

Additional child care money found its way into House Republican welfare plans. Although President George W. Bush and Republican sponsors didn't call for more money, the House passed a welfare reform measure, now called the Personal Responsibility, Work & Family Promotion Act (H.R. 4737), which adds $2 billion over five years to the Child Care & Development Block Grant (CCDBG). And maybe more: The bill would also increase the percentage of welfare funds states could transfer to child care from 30% to 50%.

The legislation would also change requirements on state CCDBG plans. It would eliminate the 85% of state median income cutoff for subsidy eligibility, allowing states to set their own level. And it would increase the quality set aside from 4% to 6%. It would require states to give parents and providers information about quality, availability, and resources to help find care and other benefits for low-income families.

The legislation would also require states to describe how they're working with other governments and private agencies to increase quality and supply of care.

The Senate continues hearings and hasn't taken up a bill yet.

HHS to Sponsor Technical Assistance Project

The federal government plans to hire a major national school-age technical assistance provider. The Department of Health & Human Services (HHS) was taking bids through June for a contractor to help states use CCDBG for school-agers. The project will be based in Washington, DC.

The provider will help all state-lead child care agencies with CCDBG, including recommending ways to work with local governments and private groups. The project also will look for successful ways states and communities are using CCDBG and share the successes with other states, examine administrative and implementation problems, develop information and tools to help states determine policies, identify potential partners, and find ways to coordinate with other programs.

The project must examine state and local subsidy, licensing and quality projects in all states. It must explore what resources states use, how governments implement policies and what results they achieve. Then it must develop written technical assistance materials on funding, starting and operating programs, research and working with partners. The contractor may produce issue briefs, training curricula, handouts and worksheets with background, context, models, options, etc. for states. It will also provide training, meetings, on-site consultation and other technical assistance to states. The contractor must also respond to requests for information from governments and others.

HHS will offer a one-year contract with two one-year options.

Two Listservs Address After-School Issues

In more than one article in this issue of School-Age NOTES we have referenced the "listservs" as a source of information. "Listserv" refers to Internet group forums where emails expressing thoughts related to a given subject can be read by everyone who subscribes to the list. In the past several years two such listservs have developed through which after-school program providers can exchange ideas and information concerning best practices.

The SAC-L list is a joint venture of the National Institute on Out-of-School Time (NIOST) at Wellesley College and the ERIC Clearinghouse on Elementary and Early Childhood Education from the University of Illinois at Urbana-Champaign. The list administrators are Dianne Rothenberg and Bernard Cesarone. There are currently 605 subscribers to the list. There is typically ongoing dialogue on a range of issues, usually beginning from one subscriber who asks for feedback on a particular situation. A recent spirited dialogue focused on how to handle "no-shows," concerning kids who don't come to the program but there is no notification of their absence.

To subscribe to the SAC-L list, send an email to listserv@listserv.uiuc.edu. In the message write "Subscribe SAC-L Yourfirstname Yourlastname." If you're not sure whether you subscribed or have problems subscribing, email listadmn@ericps.crc.uiuc.edu.

The other group list is the Promising Practices in Afterschool (PPAS) listserv which originated with the Charles Stewart Mott Foundation. This list has approximately 700 subscribers. In April the Academy for Educational Development (AED) Center for Youth Development and Policy Research took over the administration and monitoring of the PPAS list. A recent dialogue on this list is the genesis of our front page article about activities for middle-school kids.

To subscribe to this list send an email to listserv@listserv.aed.org, or contact ppas@listserv.aed.org.

25 Years Ago...

As quoted in **Activities for School-Age Child Care** (NAEYC):

"...children must be allowed the opportunity to create and involve themselves in open-ended, child-centered active play in which the adult plays no specific part, and which allows the children time to run, leap, invent characters, set situations, shout, and just ***be****."*

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Activity Writers Needed

School-Age NOTES has been fortunate to have several excellent and creative writers to provide our Activities and Ideas Corner pages (pages 4-5) for the last several years. But sometimes other interests and/or duties call and the writers decide that they can no longer put the time and energy into the pages. Of our original writers, only a few remain.

Most recently Suellen Nelles of Fairbanks, AK has resigned due to her new position as Executive Director of the Girls Scouts of Fairbanks. Her September activities in the August issue will be her last.

Also, Jenni Dykstra of Glendale, WI is leaving due to her increased workload as a kindergarten teacher and mother. Her last activities appear in this issue.

Our heartfelt thanks go out to both Suellen and Jenni for their years of dedicated work.

We are now accepting applications from interested readers who enjoy creating and planning activities for school-age children. Those who would like to apply should take a look at back issues of the newsletter to understand our format, then develop *original* sample pages featuring the month of November. Send the sample pages with a resumé of your school-age child care experience by **July 31** to Joyce Jackson, Managing Editor, School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

May Brownout

On May 13, School-Age NOTES experienced a power brownout and eventual blackout due to severe storms in the area. This interrupted our ability to receive fax transmissions for several hours. If you faxed an order to us that day, there is no guarantee we received it, even if you received a signal that the fax successfully went through. If your records indicate you faxed an order that day, you may want to verify whether the order was received and give us a call at 800-410-8780 if there is a problem.

Cartoon...

(Continued from page 3)

what the show was going to be about, get your parents to watch with you kind of disclaimer, with some follow-up at the end. They didn't do either...."

"I do think that the "strong" anti-gun message at the end was lacking."

"This cartoon could have opened up a lot of conversation around the dinner table and in the classrooms/after-school programs. However, due to the lack of follow-up the audience was left to their own conclusions."

We appreciate the responses and the time people took to get up early on a Saturday morning to watch a cartoon. It may be that a periodic check of all the types of television programming school-agers are watching on Saturday mornings and other times is in order so that SAC directors and staff will know the context of some of their children's conversations and actions.

(School-Age NOTES has learned about several excellent websites regarding bullying prevention that are useful to after-school staff, children, families, and schools. All of these quality websites (we checked them out) are from other parts of the world, showing that bullying and school violence is a global issue and one that many countries are trying to address. See page 8 for these website addresses.)

SAC CONFERENCES

YALE UNIVERSITY July 15-17, 2002
Yale's School of the 21st Century Conference
(Not to be confused with 21st CCLC) New Haven
Contact: 203-432-9939 or
www.yale.edu/21c/train/conf/conf.html

OLDER KIDS CONFERENCE Sept. 19-21, 2002
9th Annual National Older Kids Conference, Chicago
Contact: 1-800-649-1766

GEORGIA September 20-21, 2002
GSACA Annual SAC conference, Decatur
Contact: 404-373-7414, gsaca@mindspring.com

NEW YORK October 14, 2002
NYSSACC Upstate SAC conference, Albany
Contact: CarolD@cccwny.org

MISSOURI October 18-20, 2002
MOSAC² Conference, St. Louis
Contact: Laurie S. McTeamen, 314-962-9450, ext. 234
lmcteamen@ymcastlouis.org, www.mosac2.org

CONNECTICUT November 2, 2002
12th Annual Statewide SAC conference, Meriden
Contact: Monica Whalen, 860-231-9321,
monicambw@aol.com

VIRGINIA November 1-2, 2002
VASACC Conference, Virginia Beach
Contact: Barb Lito, 757-597-2900

FLORIDA November 7-9, 2002
FSACCC State Conference, Palm Beach Gardens
Contact: Jenn Faber, 941-489-4386, www.fsaccc.org

NORTH CAROLINA November 7-9, 2002
13th Annual NCSAC Conference, Greensboro
Contact: Sandy Hall, 252-459-9810

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

Let us know about YOUR SAC conference!

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RESOURCES

Bully Prevention Websites

As mentioned on page 7, we've found several global websites addressing issues of bullying. The websites are listed here with their country of origin:

www.bullying.org
(Canada)
(This site is the most child friendly)

www.antibullying.net
(Scotland)

www.nobully.org.nz
(New Zealand)

www.kidscape.org.uk/kidscape
(England)

www.bullybeware.com
(Canada)

Sport & Physical Educ. Program

If your program is looking for an organized physical education package, you may want to consider the *Sport for All* program produced by the National Association for Sport and Physical Education. This program includes training, equipment and activity cards. There are three basic training modules depending on the age of the children.

For more information on this program package, call 800-213-7193, ext. 483 or email naspe@aahperd.org.

Grief Resources

Unfortunately school-age children are not immune to tragedy and grief in their lives, and often what's happening in their personal lives will spill over into the after-school program.

Compassion Books is a comprehensive resource catalog that includes a large variety of materials that will help staff work with children when they are grief-stricken. There are books directed toward children, as well as books for adults on how to help children.

Call 800-970-4220 to request a catalog or visit their website:
www.compassionbooks.com

New NAEYC Book

Advocates in Action is a recent publication from the National Association for the Education of Young Children that offers practical advice on influencing policy and practice to the benefit of young children. It offers tips on disseminating information as well as how to affect federal, state and local policy regarding child care issues. The book sells for $9. To order call 800-424-2460 or go to the website at www.naeyc.org.

Volume XXII #12 The Newsletter for After-School and School-Age Care Professionals August 2002

School-Age NOTES

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Handling "No-Shows"

What To Do When A Child Doesn't Arrive

It's 2:45 p.m. and the van has pulled up from school. Kids start spilling out and you check everyone's name off as they come through the door. After everyone comes in you notice that Carrie is not there. You double-check your messages to see if her parents have called to say she has a dentist appointment. No message. You ask the other children and get only a shrug of shoulders and mumbled "I don't knows." What do you do?

A recent conversation on the SAC-L listserv centered around the appropriate policy for dealing with a child who is scheduled to be in your program that day but doesn't arrive.

Accountable Care

Whether it's spelled out in an initial contract with parents or not, for children enrolled in school-based programs, child care centers, or other structured programs, there is often an *unspoken convenant* of "accountable care." (State licensing may require it.) The expectation of the parents is that if their child does not show up at the program when she is scheduled, efforts will be made to determine why she isn't there and/or locate her. This differs in theory from the more informal after-school programs, e.g. some recreation and community centers, where there is an "open-door" policy and children freely come and go.

Programs that offer "accountable care" are going to have a system of checking attendance, but the question might be to what lengths should program staff go to make sure someone knows where a child is and whether she is safe? The SAC-L dialogue offered sound advice and insights on both how to ascertain the whereabouts of missing children and what consequences might be brought to bear on parents who fail to inform the program that their child will not be attending that day.

Always assume that the child should be in your program if she is scheduled for that day.

Standard operating procedure in a program might include any or all of the following:

1. Checking the school's absentee list and sign-out sheet against your program list to see if children were out of school that day or left early.
2. Asking teachers to send a note if they're keeping a child after class.
3. Taking attendance as children arrive.
4. If a child doesn't arrive, and there's no explanation for his absence, calling all contact numbers on the child's file. This includes either or both parents and any emergency contact names to see if they know where the child is.
5. In addition to contacting parents, checking back with classroom teachers and other children to see if anyone knows why the child is absent or where he might have gone. If there's a possibility the child may have taken the bus home, calling the bus garage and track down the appropriate bus driver to verify if the child is there.
6. Initiating a "Missing Child Procedure" – if based in a school, having an "All-Call" announcement over the

(Continued on page 2)

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New Ideas for NSACA - SLC

Appropriate for celebrating its 15th annual conference, the National School-Age Care Alliance (NSACA) has added some new features for the conference which will be in Salt Lake City (SLC), Utah February 27, 28 and March 1, 2003.

COMMUNITY WORKSHOPS - This year some workshops will be out in the community and offer some unique opportunities. One of them will be at the Family History Genealogical Library and offer a chance for attendees to learn how to interest children in family history as well as further their own genealogical searches. Another will be a behind the scenes look at the Children's Museum of Utah.

TWO DAYS OF SITE VISITS - Traditionally the program tours have been on Thursday afternoon. This year they will also be on Friday and will continue to be free. This will benefit those who want to visit programs but not give up the Leadership sessions on Thursday.

SPECIAL MOUNTAIN PACKAGES - For those wanting to see snow and go to the mountains NSACA is coordinating before- and after-conference special package tours to go up into the mountains, see the snow and perhaps

(Continued on page 7)

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No-Shows...

(Continued from front page)

school intercom. Searching the school. Calling the police.

Important to these procedures is to always assume that the child should be in your program if she is scheduled for that day, unless you've been specifically notified by the parents that she will be absent. To assume that the child is okay and to only leave a message for the parent at their office without actually speaking with them directly can cause a loss of valuable time in searching for the child if she is truly missing.

Collaboration and cooperation from school staff is key. One program director gave classroom teachers a list of their students who attended her program. She asked them to ask the children each day whether they were scheduled to go to the program that afternoon. Then the teacher's list was checked when the children arrived at the program, and a search could immediately begin if the child was not there. The teachers initially balked at doing this "extra" work, and felt that once the children were dismissed from their classroom it was no longer their responsibility. The program director addressed the issue with the principal, who emphasized to the teachers that it was definitely in everyone's best interest to use this procedure to make sure all children were accounted for and safe.

Consequences for Parents

The other part of the conversation on the listserv centered around the consequences that should be imposed on parents for failing to notify the program that their child would not be attending that day. The general consensus was that "it is a safety issue and not an unreasonable request that they let you know when there are schedule changes." Since most programs do put some effort into locating missing children, and in the majority of cases the children are fine and parents simply did not notify the program of their absence, the recommendation was that parents should be assessed a "finders fee."

"The first time we search for a child the parent is charged a $5 finders fee. This fee goes up by $5 each time we need to locate a child until it reaches our maximum of $25. At that time, we will confer to determine if the family should be allowed to attend any longer. Needless to say our 'no shows' have all but disappeared. Parents seem to understand far quicker when it affects their pocket books."

Another program was even more stringent, with a "3 strikes and you're out" type of consequence for parents.

"If staff must call a parent more than three times to locate their child because the parent did not let us know the child would not be there, they are dismissed from the program. Staff do not have time to make dozens of calls to find kids who are at an appointment."

SAC Groups Lobby Congress

May 15 through 21 was a busy time in Washington DC for two major national after-school organizations. The Afterschool Alliance and the National School-Age Care Alliance (NSACA) both gathered advocates there to garner support for increased federal funding that would benefit school-age children.

The Afterschool Alliance event focused on urging Congress to increase 21st Century Community Learning Center funding by 50% to fund it at $1.5 billion in FY 2003. Increasing the funding would give 710,000 more children access to quality after-school programs. More than 220 children's advocates, including parents and children, gathered at a breakfast which honored those senators and representatives who have supported the increased funding. Afterwards members of the group met individually with members of Congress and their staff to discuss the benefits offered by after-school programs.

The NSACA Public Policy Forum, which met May 19-21, supported the $500 million increase in 21stCCLC funding but also advocated for an increase in funding the Child Care and Development Block Grant (CCDBG) by $20 billion over the next five years.

Pam Browning, Public Policy director for NSACA submitted this article on the Public Policy Forum' s efforts:

The National School-Age Care Alliance's Public Policy Forum provided an opportunity for participants to meet and hear firsthand from Congressional staff and advocates influencing afterschool public policy at the legislative level, and from the federal agency directors and staff responsible for the oversight of child care and the 21st Century Community Learning Centers Program.

Held May 19-21 in Washington, DC, the Forum drew about a hundred participants from 28 states, representing community and school-based programs, and public agencies. Forum speakers commented on the high level of commitment and energy exhibited by the broad range of participants.

First-time Public Policy Forum participants were briefed on programs and legislative history before the Forum began. Joan Lombardi, the Child Care Bureau's first Commissioner was the Forum Keynote Speaker. Presentations and breakouts provided an opportunity to learn about developments in the states in 21st Century Community Learning Centers; the Child Care and Development Block Grant (CCDBG); and Workforce Development, Compensation, and Retention.

(Continued on page 6)

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20 Years Ago...

A New School Year

Tips for Keeping Conflict to a Minimum

*(**Editor's Note:** This article originally appeared in the July/August 1981 issue. It is as appropriate now as it was 21 years ago.)*

Often the types of situations at the beginning of the school year that produce conflict or at least confusion can be prevented through planning and through consideration of the children's developmental levels.

The end of summer and beginning of another school year brings several changes to school-age programs.

Why does two hours feel like eight hours?

While after-school hours are not as long as summer days they are more intense. The children have been confined in the highly structured system of school all day. They have been functioning at full capacity and feeling the pressure to succeed, to know the right answer, and to "be good." In addition, they often have had little time to vent their built-up energy.

Plus the after-school program represents a transition from one place (school) to another (your program). Even though it may be one the children look forward to, each transition is another change that can cause chaos inside a child.

New Children

The new school year also means new enrollments. New enrollments mean:

- helping new children "fit-in" with the old group. Children new to the after-school program are experiencing their second new group for the day. They have already struggled with "first day of school" fears and getting acquainted with new children, a new teacher and a new environment in school. They need sensitive caregivers who create a comfortable, enjoyable space that lessens their fears and confusion.
- a reshuffling of the social "pecking order." In some situations this may lead to rough play or fighting to see who is "on top." It also may mean the children are so busy putting energy into figuring out the social order that they don't put their energy into testing limits set by adults.

What to Do?

Here are some things that can help both new children and returning children settle into your after-school program for the new year:

For the new children—

- Provide a "buddy system." Take advantage of the school-age child's desire to be responsible and adult-like. Have a "helper" be responsible for showing the new child around. This might be an opportunity for a shy child to make a new friend or feel adult-like by helping a younger child.
- Play games that help the children (and caregivers) learn all the new names.
- Take advantage of children's list-making characteristics and have them make charts of which school classrooms the program children are in.

For new children, old children, new caregivers, old caregivers: some general year-round tips—

1. Rules are kept to a minimum but consistently enforced. Eliminate ambiguity. Make sure rules are clear and consequences of not following them are understood. Always follow through with the consequences. Children want reasonable and fair limits to be set and enforced; it helps them feel secure. Don't forget—children have more reason to "stick to" the rules and to apply peer pressure for others to "behave" if they are involved in establishing the rules. (They may need help in keeping the list reasonable and down to just the essential rules.)

2. Plenty of "things to do" are made available. Use a suggestion box to allow the children opportunities to help in planning the choices to be available. Change the lists often so that they will look forward to what's available each week, month, whatever.

3. Children can make choices about both what is available and what they will do. Remember, developmentally the school-age child is striving to be independent and feel competent.

4. Children are responsible for the consequences of their choices. If they choose one art project they need to finish it before proceeding to another. This is harder for the five and six-year-olds. They are still at the stage of being more interested in starting things than finishing them. The older children have a developmental drive to complete tasks. (Their reason for wanting to abandon something rises more from fear of failure than lack of interest.)

5. Children know what to expect and when to expect it. Post schedules of activities and special events for the day, week, month. School-age children are starting to develop the concepts of time and long range goals. Schedules help them by reinforcing learning these concepts as well as making them feel secure in "knowing everything" that's happening. (This does not mean you have to give up flexibility and spontaneity.)

Check in with the Schools

Since it is a new school year, prevent other potential conflicts by communicating with the principals and staff of the schools your program serves. Is there a new principal? If so, it might be helpful to introduce yourself and explain your program before the school year starts. Whether or not there is a new principal, you should check with the schools to make sure both of you agree on drop off and pick up schedules and arrangements.

If your program is housed in a school, make friends with the school janitor. You'll need him [or her] throughout the year, and you want to make sure he [or she] doesn't resent the "extra" work your program may represent.

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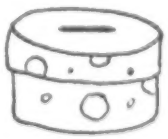
Grandparents Day

Grandparents Day is September 8th. Adopt a senior center near your program for the school year. Try to have a monthly activity in which the children visit the senior center or some of the seniors visit the program for special events. Let the children brainstorm ideas of ways to interact with the seniors, such as baking cookies to take to them, having a sing-along with them, making holiday or birthday gifts to take to them. Ask some seniors to share their talents and skills with the children. Record these special times together through photographs that can be posted both at the after-school program and at the senior center.

Suggestion Box

Start the new school year off with a suggestion box that children can use to share their ideas for programming and activities. Get a large oval paper box from a craft store. Let the children decorate the box by painting it, then stencil the words "Suggestion Box" on the front. Trim the edges in ribbon or add other decorations. Make sure there is a good sized slot in the lid where suggestions can be slipped into the box. Glue a Post-It® notepad to the top and make a hole that can serve as a pencil holder. Talk with the children about the appropriate uses for the Suggestion Box and encourage them to use it for things they would like to see happen in the program. Have a weekly circle time in which everyone can consult on the various suggestions.



Picture Pals

Take close-up head shots of each child with Polaroid camera or develop photos overnight. Have pairs of children create self-portraits of themselves, each partner in the pair sharing their ideas with each other. Use a variety of art materials for creating the "body" of the child that will be incorporated with the photo of the face. Materials can include pipe cleaners for creating a basic body frame, colored craft foam for clothing and hair, colored clay for feet, etc.

Creative Writing

Create a writing center in the program where children can find the means of self-expression. In addition to providing materials such as paper, pencil, markers, dictionaries, word game books, tape, staplers, glue sticks, etc., suggest the specific activities below.

All About Me Book

Let children pick a favorite color of 8 1/2" x 11" construction paper for a book cover. Add three sheets of regular white paper. Fold the sheets in half and staple with two staples in the fold to create the book. If the children want to, they can then cut the book into a favorite shape. Then decorate the outside cover of the book with markers, being sure to include the child's name. Label each page of the book with headings such as "How my parents chose my name;" "My favorite foods;" "My sisters and brothers;" "A picture of my home," etc. Children can either write descriptions on each page, draw pictures, or bring in photos from home.

Give children an opportunity to share their personal story with others in the group.

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Personal Poster

Children write the letters of their name vertically on poster board or sheet of construction paper. With each letter of their name, children write adjectives or phrases that describe them or their favorite things. For example: "Sammy" might be "**S**uper soccer player," "**A**rtistic fellow," "**M**akes great pizza," "**M**ovie lover," "**Y**ells for his team." Decorate the poster for display.

Dream Letters

Have children write letters to themselves describing their hopes and dreams for the school year. Keep the letters until the end of the school year then mail to each student.

Sharing Center

Let the children help create a special area of the program space where parents easily see what kinds of activities their children are participating in. Assign different children each week to be in charge of the center, allowing them to add new items, change displays, welcome and invite parents in, etc. Displays can include student art work, photos of program activities and field trips, a notebook of children's poetry and short stories, or special collections. One fun display will be posting baby photos of each child and having a contest with both parents and children of who can guess which baby photo is which child.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Suellen Nelles* of Fairbanks, AK. Illustrations by *Julie Sorensen* of Londonderry, NH.

44 Activity Ideas

The minimum number of Activity Ideas in this issue is 44.

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SEPTEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER DAYS	Sept. 8 is *Grandparents Day* and Sept. 15 is *Old People's Day* in Japan. Make tray favors for a nursing home. See more ideas on page 4.	***September 11*** – Take some time to remember the people of New York and Washington DC. Let the children share their feelings about that day.	Sept. 17, 1953 – Maureen Brinker is the first woman to win a Grand Slam in tennis. Find out what a Grand Slam is. What other women tennis players have achieved this?	Sept. 19 – *International Peace Day*. Children draw and paint a large globe on paper with paper cutouts of each child and members of their family to place around it.	Sept. 30, 1928 - Penicillin is discovered. Find out why this was such an important discovery. Try to create the mold that penicillin is derived from.
FIRST DAY FUN	Let kids choose a group name and make a banner with the name on it to promote program unity. Display the banner on a wall.	Take a group photo on the first day of the program with children holding letters that they've drawn and cut out saying "First Day, 2002."	Have kids pair up and make picture pals. See page 4 for directions.	Play get-to-know-you games like Name Toss: stand in a circle and throw a soft ball around, naming the person you're throwing the ball to. Try to get as many as 5 balls going at once.	Start long-term projects like a photo album or monthly newspaper that will continue throughout the school year.
SPECTACULAR SNACKS	Slice fresh vegetables like cucumbers, lettuce, cherry tomatoes and celery. Let children make decorative arrangements on their plates before eating.	Mix one cup of seltzer to one cup of frozen fruit juice. Stir and add ice cubes for a refreshing fruit seltzer drink.	Let children toss together their personal snack bowls of popcorn, banana chips, dried fruit and peanuts.	Make fruit and cheese kabobs by poking toothpicks through chunks of cheddar cheese, apple raisins and pineapple.	Make peanut butter and jelly pizza by spreading on pita bread. Toppings can include raisins, grated apple, banana and Cheerios. (Be careful of peanut allergies.)
LISTEN	Create a listening center where children can relax and listen to quiet music. Have a tape player on hand with a variety of music including classical or nature sounds.	Include ear phones in the listening center as well as storybooks on tapes. Children can take a few moments to themselves and hear a story.	Take a walk through a nearby park. No one speaks. Have children listen carefully and write down the sounds they hear.	Play a listening game like "Gossip": one person whispers in another's ear, who repeats what he heard to another. See if what originally was said is what is repeated by the last child.	Practice reflective listening. In pairs, one child speaks for 2 minutes about anything while the other listens without interruption. Then that child repeats back what he heard.
ART WORKS	Show an example of a profile. Work with partners. Take turns drawing each other's profile.	Use tempera paint and a cotton swab to create a picture made up entirely of dots.	Mix powdered tempera paint and 2 T. of cooking oil. Fill a rectangular pan with water and add a few drops of the paint. Stir gently. Float paper on it then dry on newspaper.	Make a collage with magazine cutouts pasted onto construction paper. Add your name in colorful letters and laminate. Use as a placemat at snacktime.	Create an ongoing historical wall mural on a roll of butcher paper. At least once a month children can record program/school activities through their drawings.
TEAM BUILDING	Stand in a circle shoulder to shoulder. Reach between your own legs and join hands with those on each side. Move the circle clockwise a full turn without letting go of hands.	One player wears a very large old shirt. Partners hold hands. The object is to get the shirt off one player and onto the other without letting go of hands.	Write a fact about yourself, put it inside a balloon and inflate. See how long the group can keep balloons in the air. Everyone breaks a balloon and finds the person described.	Place a sticker on each one's back. Players try to collect as many stickers as possible and put on their fronts. Two winners: the last back tag, and the most front tags.	Indoor "toe" relay - remove shoes. Relay a marble or small stone to the goal and back to next team player by picking it up and carrying it with your toes.

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Washington Notes

by Charles Pekow

Charles Pekow is SAN's Washington correspondent. This report is written exclusively for SAN readers.

Community Service for SAC?

Watch for more opportunities to involve volunteers in after-school programs. Now that President George W. Bush has endorsed expanding the Corporation for National & Community Service (CNCS), even longtime Republican House critics have changed their minds and are coming around to accept it.

The House Education & the Workforce Committee approved the Citizen Service Act of 2002 (H.R. 4854), consisting largely of Bush's plans for reauthorizing the agency. The bill would divide AmeriCorps funding so that states would get 45% by formula and 35% competitively. CNCS would give the remaining 20% by discretion for programs such as Boys & Girls Clubs.

The bill launches Bush's idea of A Senior Service Scholarship program for citizens 55 and older who mentor and tutor youth, including in school-age programs. Those who volunteer 500 hours would receive a $1,000 scholarship they could transfer to a youth of their choice. Grantees could spend up to $600 per senior volunteer.

The bill also caps federal costs per AmeriCorps volunteer at $16,000. It doesn't specify funding levels for any programs.

Public Policy...

(Continued from page 2)

Forum Highlights

- Legislative updates were provided by Grace Reef, Staff Director for the Senate Subcommittee on Children and Families; Helen Blank, Director of Child Care and Development for the Children's Defense Fund, and Heather Higgenbottom, staff for Senator John Kerry, the co-sponsor of legislation to increase CCDBG funding. Other presentations included the impact of Tax Cuts on Social Programs, and 501c3 Lobbying Rules.
- Shannon Christian, the current Child Care Bureau Commissioner, reinforced the importance of CCDBG, indicating that while their data shows that 37 percent of children receiving CCDBG subsidies are school-age, there is no data indicating whether school-age programs are receiving a proportionate amount of the funds that are set aside for quality improvements.
- Carol Mitchell, Program Manager for 21st Century Community Learning Centers, provided her agency's three principals of program effectiveness: 1) address the needs of the community; 2) provide continuous evaluation; and 3) where appropriate, be based on scientific research.
- The Office for Faith and Community-Based Initiatives in the Department of Education, was represented by Mary Beth Luna who explained that the goal of her office is to empower community and faith-based organizations to apply for federal grants.
- Mark Emery, Director of the Council of Chief State School Officers (CCSSO) oversight of 21st Century Community Learning Centers, expressed a concern that states might be tempted to spread the money too thinly. His 35-state survey found that 60% of the states believe that they will be ready to award 21st Century grants by this fall or early winter.

Participants were prepared to take NSACA's Legislative Platform to their Senators and Representatives. The platform calls for an increase in funding in CCDBG by $20 billion over the next five years and an increase in the funding set-aside for activities to improve quality, from four percent to 16 percent of the overall CCDBG funding. These quality funds can be used to support accreditation; improve workforce training, development, compensation, and retention; and increase provider reimbursement rates for subsidized child care. In addition, NSACA's platform calls for a $500 million increase in 21st Century Community Learning Centers for FY 2003.

Visits to Capitol Hill were, for the most part, very satisfying. Participants learned about the art of lobbying, and that "all politics are personal" (see sidebar).

Participants were enthusiastic about the Forum:

"Thank you for planning such a powerful experience for us! You all did a tremendous job once again to provide the Public Policy Forum. Thanks for the information via a variety of diverse speakers and the motivation to hit the Hill with our views."

"Thank you so much ...I had a fabulous time and learned so much."

"Kudos, on a great Forum! Very educational and informational."

"All Politics are Personal"

Forum participants offered these insights on visiting with their representatives:

"Made connection with staffer—his Dad is a teacher. Around kids all his life. I talked about running a program and the low wages, high turnover, etc. He seemed at first distant, but then more personable. And finally he walked me out of the foyer to the downstairs elevator in a narrow passage pointing out the Senator from Idaho on the way."

"We each had some kind of connection with the staffer. She grew up in Christiansburg, near my home. She went to school in Richmond—two of our group were from the Richmond YMCA. Her Dad lives in Tidewater area and two of our group were from the Newport News Parks and Recreation. Her response was favorable. She was positive and upbeat about our visit."

"The Congressman is very supportive of after-school programs. The staffer asked if she could visit my program with another staffer in August! Sure. Made preliminary arrangements for a visit from the Congressman too."

Forum participants also learned that Congress needs and wants to hear from its constituents:

"The staffer for Senator Wyden expressed gratitude that someone from school-age care made contact with his office. She said she couldn't urge the Senator to support the Dodd Bill unless someone from Oregon urged it."

"She said we have been the first constituents who have come to talk about childcare issues that she has spoken to (besides someone earlier in the day from our Public Policy Forum). She said that 'the squeaky wheel gets the oil' and that we should continue to express our views to the Senator."

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Booster Seat Study

A study out of the Children's Hospital of Philadelphia indicates that children weighing between 40 and 80 pounds and as old as nine years would still benefit from the use of child-restraint booster seats while traveling in vehicles.

As reported in the May 2, 2002 issue of *USA Today*, the study showed that even after children age out of using traditional car seats, they are still at risk for avoidable injuries sustained while being restrained only by a seat belt.

"Researchers found that kids weighing between 40 and 80 pounds who are using car safety belts get broken noses, broken jaws and other facial fractures that could be easily avoided if they were in booster seats," the report said.

Other research findings include:

- Booster seat use among children ages 4 to 8 increased 74% in both 1999 and 2000. In 1998 only 14% of 4-year-olds in the study were in booster seats; the number jumped to 34% by end of 2000.
- Children from 3 to 9 years old using only safety belts are at the greatest risk of "seat-belt syndrome" – abdominal and spinal injuries in crashes, caused by the improper fit. Kids' upper bodies can lunge forward, and the belt can cut into their stomachs while the movement injures their spines.

Not Get Your Back Issues?

Our recent renewal offer included 2 free back issues from a choice of either the 1980s or 1990s for renewals and each book ordered. Many who renewed only sent us the renewal form and not the offer form indicating which back issues to send. If you didn't get your back issues, jot us a note by mail, email (office@schoolagenotes.com) or fax (615-279-0800).

NSACA-SLC...

(Continued from front page)

ski at one of the popular resorts. SLC is next to the Great Salt Lake and is ringed by spectacular peaks. Not since the 1991 Denver and 1998 Seattle conferences will attendees be so close to so many mountains.

EXHIBITS EASY TO SEE - This year there will be some experimentation giving better access to the exhibits.

UNION DEPOT - For those staying over Saturday night the Union Depot has been reserved for a fun evening get-together.

FREE TROLLEY SYSTEM - The Olympics prepared Salt Lake City to be extremely guest-friendly. Not only is it easy to get to Salt Lake City because it is a major airport hub but it's also easy to move around SLC thanks to a free trolley system.

INFORMATION will be posted and updated at www.nsacaConference.com, which can also be accessed through the NSACA Web site, www.nsaca.org. Preliminary conference programs and registration information will be mailed in the fall.

After-school in the news...

Everyone Faces Money Worries

As evidenced by an article in the Coventry (England) *Telegraph* newspaper, worries over financing after-school programs aren't limited to the United States.

The article in the June 17, 2002 edition of the *Telegraph* reported that an award-winning after-school club held at the Howes Primary School is in danger of having to reduce enrollment and scale back if £80,000 ($124,858) can't be raised. The school where the program is held is being down-sized and unless they can raise the money to build a room specifically for the program, enrollments will be cut.

The director of the program has solicited help from 75 companies with no response. The program, called "The Keep" is extremely popular and currently has an enrollment of 50 school-age children.

Subcription Rates Hold Steady

With first class postal rates increasing as of July 1, School-Age NOTES wants to reassure our subscribers that we will not be increasing our subscription rates. The last subscription increase happened in September 2000 and we do not anticipate needing to make another increase for the forseeable future. The U.S. subscription rate is $26.95, while the Canadian rate is $29.95 and the foreign rate is $31.95.

SAC CONFERENCES

OLDER KIDS CONFERENCE
September 19-21, 2002
9th Annual National Older Kids Conference, Chicago, **Contact:** 1-800-649-1766

GEORGIA September 20-21, 2002
GSACA Annual SAC Conference, Decatur
Contact: 404-373-7414, gsaca@mindspring.com

SOUTH DAKOTA October 11-12, 2002
3rd Annual SoDakSACA Conference, Mitchell
Contact: Rosemary Hayward, 605-773-6432

NEW YORK October 14, 2002
NYSSACC Upstate SAC Conference, Albany
Contact: CarolD@cccwny.org

MISSOURI October 18-20, 2002
MOSAC² Conference, St. Louis
Contact: Laurie McTearnen, 314-962-9450, ext. 234, lmctearnen@ymcastlouis.org, www.mosac2.org

CONNECTICUT November 2, 2002
12th Annual Statewide SAC Conference, Meriden
Contact: Monica Whalen, 860-231-9321, monicambw@aol.com

VIRGINIA November 1-2, 2002
VASACC Conference, Virginia Beach
Contact: Barb Lito, 757-597-2900

FLORIDA November 7-9, 2002
FSACCC State Conference, Palm Beach Gardens
Contact: Jenn Faber, 941-489-4386, www.fsaccc.org

NORTH CAROLINA November 7-9, 2002
13th Annual NCSAC Conference, Greensboro
Contact: Sandy Hall, 252-459-9810

NEW JERSEY November 15-16, 2002
New Jersey SAC Annual Conference
Contact: sac@njsacc.com

Let us know about YOUR SAC conference!

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RESOURCES

Lights On Afterschool Slated for October 10

The Afterschool Alliance's annual "Lights On Afterschool" will be held on October 10 this year.

The goal of the event is to "bring attention to the need for after-school programs that keep kids safe, help working families and improve academic achievement."

Once again, actor Arnold Schwarzenegger serves as the national chairman of the event. The Afterschool Alliance has successfully garnered the backing of several celebrities to help bring attention to the need for more after-school programs.

To see how your program can participate, go to the Afterschool Alliance website at:

www.afterschoolalliance.org

Environmental Book

The Kids for Saving Earth environmental group has a project book for children titled *Travel the Earth: A Trip to a Forest*. The book is essentially a field manual in which children can take a walk through the forest and be educated about forest life and conservation. There are pages in which children write in their observations on the flora and fauna around them or draw pictures of what they see. Other pages give information and tips on how to be respectful when in nature.

List price for one book is $5 plus $1.50 shipping and handling. For quantities of 4-19 the price is $4 per book, quantities of 20-99 is $3, 100-199 is $2.50, and 200 is $2.

For more information visit the website at www.kidsforsavingearth.org or call 763-559-1234.

Creative Diversity Resource

Creative Diversity promises a "one-stop-global shop" for promoting diversity in your program. Resources include clothing, games, puzzles, musical instruments, and toys from around the world. Check out their website at www.creativediversity.com or call 888-802-9431 to request a catalog.

Boys Town Resources

Boys Town Press is developing more and more materials that cross the spectrum of working with school-age children besides those at-risk, which is the focus of Boys Town programs. For a catalog of all their resources, including a new after-school activity kit, call 402-498-1334 or go to:

www.girlsandboystown.org/btpress

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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